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THE UNIVERSITY OF ALBERTA

A STUDY OF THE EFFECTIVENESS OF ON-CALL AND INTERNAL  
TEACHER SUBSTITUTION

by



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A THESIS

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled A STUDY OF THE EFFECTIVENESS OF ON-CALL AND INTERNAL TEACHER SUBSTITUTION, submitted by James Arthur Bentham in partial fulfilment of the requirements for the degree of Master of Education.





## ABSTRACT

The purpose of this study was to obtain information and opinions related to the on-call and internal methods of substitution in the two school systems of Edmonton, Alberta. Examination of the literature revealed that most of the research concerning substitute teaching has been conducted in the United States. This study provides information and opinions, that were not available previously, about the internal substitution method. Four instruments were designed for this study and data were gathered by means of questionnaires and interviews. Questionnaires were mailed to 2,236 regular teachers, 79 principals, and 394 on-call substitute teachers. A question list was used to interview the personnel officers of both school systems. Data were analyzed to indicate frequencies, percentages, means, and range of responses. The Scheffé test was used to compare group mean scores of teaching functions and possible problem areas. Spearman correlation coefficients were used to determine the association that existed between group rankings of possible problem areas.

The personal, professional and employment characteristics of on-call substitutes were examined. Analysis of the teaching functions showed that female on-call substitutes and on-call substitutes teaching in the elementary grades perceived themselves performing the listed functions to a greater extent than did other on-call substitute teacher groups. On-call substitutes did not perceive that the possible problem areas of on-call substitution presented considerable difficulty.





The professional characteristics and the extent to which regular teachers were required to provide internal substitution were examined. Analysis of the teaching functions showed that the regular teachers perceived that the internal substitutes performed the listed functions to a greater extent than did the on-call substitutes. Teachers perceived that some of the problem areas of internal substitution presented greater difficulty than did the problem areas of on-call substitution.

Principals indicated the extent to which internal and on-call substitution were used in their schools. There was considerable variation in the selection and assignment of internal substitutes. Analysis of the teaching functions showed that the principals perceived that the internal substitutes performed the listed functions to a greater extent than did the on-call substitutes.

Opinions concerning the present and suggested substitute teacher practices generally indicated that: (1) positions of full-time substitute teachers should be established with full teacher privileges; (2) a body of permanent substitute teachers should be hired to work in a group of schools of the same grade level; (3) teachers providing substitution should preferably be trained in the regular teacher's area; and (4) the preference for internal substitution, as providing the best teaching-learning situation, increased as the grade level increased.

The study did not indicate the obvious advantage of either on-call or internal substitution, but rather the need to develop a comprehensive substitute teacher service utilizing various methods,



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## Chapter 1

### INTRODUCTION

In an age of growing student unrest and unpredictable knowledge expansion, it is essential that educators assess all aspects of the present day educational programs in view of the present day needs of the students. Innovations in educational practices and programs have resulted in many changes over the past few years, and "Open area", "Continuous progress", "Individualized instruction", and "Performance contracting", are some of the many changes that have been put into practice in many areas of the country. One area that has not kept pace with the changes occurring in education is the area of substitute teaching.

The provision of substitute teachers to cover the absences of regular teaching personnel has become standard practice in North America. How satisfactory this service is depends upon many factors, the two most critical of which are (1) the substitute staff who provide the service, and (2) the organization and administration of the service. Today, substitute teaching represents a sizeable portion of the total teaching activity, but all too frequently it is still considered as a continuous series of emergencies or "necessary evils."

Like other problems in education, the substitute teaching problem cannot be easily solved. Research in this area has advanced several solutions, but the best of these can only be considered useful in the context of the school system which is considering their adoption.





This study deals with the effectiveness of the "on-call and "internal" methods of substitution as perceived by principals, "regular teachers", and "on-call substitute" teachers in the two school systems of Edmonton, Alberta.

### Need for the Study

The expressed need for the study came primarily from two sources. First, Kozeluk (1970:111) wrote concerning suggestions for further study:

During the course of the present study, three possibilities for further study became apparent. First, an in-depth study of substitute teacher services in a major urban school system would provide valuable information for school systems in Alberta cities. Such systems will likely experience the greatest growth in the next decade and will require an examination of their substitute services in order to provide a basis for reorganization and improvement of such service.

A subsequent article by Kozeluk and Holdaway (1971:15) states, "This article has focused upon the 'on-call' or external substitute teacher. However, 'built-in' or internal substitute methods which are frequently used should also be evaluated."

Second, the administrative personnel of the Edmonton Public School District and the Edmonton Separate School District expressed a desire to have the "on-call" and the "internal" methods of substitution investigated.

The importance of the desire of administrators at both school boards to have this area investigated cannot be overemphasized. Bear and Carpenter (1961a:41), in emphasizing the importance of administrative concern in the improvement of substitute teacher service, stated:



Although other factors and persons are concerned with substitute teaching, the administrative personnel in each school system need to take the initiative in instituting any program of improvement. Any such efforts, to be realistic, must be based upon improving the total educational program, and not just the substitute teachers alone.

In another article concerning substitute teaching, published later the same year, Bear and Carpenter (1961b:16) emphasized the importance of administrative involvement by stating:

One of the first steps to be taken by administrators in improving an educational program is to **examine** present practices and locate the problems that confront the educational workers concerned with the program.

Forcina (1958:135), in the conclusions of a study involving a cooperative approach to improve the working relationships of substitute teachers, emphasized the necessity of involving central administration by stating:

The quality of substitute teaching service depends almost entirely upon the understanding and concern given to it by all the personnel directly involved: central administration, principals, substitute teachers, regular teachers and children, and upon their conscious effort to make it good. The present study has clearly indicated that as interest among participants grows and as responsibilities are defined and discharged, not only are personal satisfactions apparent, but also improvement in the job is very much in evidence.

Realizing the increased administrative responsibility involved in providing the best possible substitute teacher services, the two school boards in Edmonton have not only endorsed but assisted those interested in investigating the area of substitute teacher services.

#### Purpose of the Study

The major purpose of this study was to obtain information and opinions related to the "on-call" and the "internal" methods of



substituting during the absence of a "regular teacher" in the two school systems of Edmonton, Alberta, and specifically to:

1. Determine the extent to which "on-call" substitute teachers perform the listed "teaching functions" as perceived by principals, "regular teachers", and "on-call substitute" teachers.

2. Determine the extent to which "internal" substitute teachers perform the listed "teaching functions" as perceived by "regular teachers" and principals.

3. Examine the "possible problem areas" associated with "on-call substitution" as perceived by principals, "regular teachers", and "on-call substitute" teachers.

4. Examine the "possible problem areas" associated with "internal substitution" as perceived by principals and "regular teachers."

5. Describe opinions concerning various types of substitute teacher services as perceived by principals, "regular teachers", and "on-call substitute" teachers.

6. Compile descriptive statistics about the personal, professional, and employment characteristics of the "on-call substitute" teacher sample and compare these with similar statistics describing the provincial "on-call substitute" teacher sample.

7. Compile descriptive statistics about the professional characteristics of the "regular teacher" sample and examine these in light of similar statistics describing the regular teaching force in Alberta.





### Delimitations

The scope of the study was confined to the Edmonton Public School District and the Edmonton Separate School District and more specifically:

1. The study was confined to a representative sample of schools, involving all grade levels, from the two school districts.
2. The study involved a specific time period from September to December, 1970 inclusive.
3. The students, although considered an important source of information about substitute teacher services, were not surveyed in this study.
4. The study did not investigate the financial considerations of the "on-call substitution" or the "internal substitution" methods.

These delimitations were made in order to keep the study at a manageable size.

### Limitations

The primary limitation experienced in this study was the same as was experienced by Kozeluk (1970:7), and concerned the operational definition of "substitute teacher." In one of the systems involved in the study, a person after substitute teaching ten or more consecutive days in the same position was designated as a "temporary teacher." Such a teacher then obtained full rights and benefits of a "regular teacher", such as full pay and pension benefits. No



distinction was made in this study between "substitute teacher" and "temporary teacher."

### Clarification of Terms

On-call substitute teacher. This term refers to a teacher, not permanently employed, who provides substitution for a regularly employed teacher and is assigned and paid on a day-to-day basis. This term is synonymous with teachers referred to in the literature as "day-to-day" or "per-diem." In the study the term "on-call substitute teacher" is used interchangeably with the term "on-call substitute." The method of providing for an absent teacher using "on-call substitute" teachers is referred to in the study as "on-call substitution."

Internal substitute teacher. This term refers to a permanently employed teacher who substitutes for another teacher on the same staff. In the study the term "internal substitute teacher" is used interchangeably with the term "internal substitute." The method of providing for an absent teacher using "internal substitute" teachers is referred to in the study as "internal substitution."

Regular teacher. This term refers to: (a) a teacher who is assigned the responsibility for instruction and management of a single class or grade, and (b) a teacher responsible for the instruction and management of many grades or classes in a particular subject area.



The term refers to a teacher employed on a full-time basis and who conducts classes on a regular basis throughout a school term.

Teaching functions. This term refers to a list of specific teacher activities developed for this study. In the study the term "teaching functions" is used interchangeably with the term "functions."

Possible problem areas. This term refers to specific items designed to measure the degree of difficulty associated with the on-call and the internal substitution methods. In the study the term "possible problem areas" is used interchangeably with the term "problem areas."

Urban sample. This term refers to regular teacher or on-call substitute teacher samples used in this study when compared to provincial samples of on-call substitute teachers or regular teachers.

### Overview of Thesis

This chapter has indicated the need, the purposes, the delimitations and the limitations of the study. The terms used frequently in the study were clarified for the reader. Chapter 2 reviews the related literature and describes the instrumentation used in the study. The research procedure and samples involved in the study are also included.

Chapter 3 describes the personal, professional, and employment characteristics of the on-call substitute teacher sample. Comparisons are made, on a number of variables, between the characteristics of the on-call substitute teachers sample used in this study and the





characteristics of the provincial sample of on-call substitute teachers. Analyses are conducted, according to selected variables, on the teaching functions and the possible problem areas of on-call substitution. Opinions of on-call substitute teachers concerning various types of substitute teacher services are presented. The chapter also includes a summary of general comments made by on-call substitute teachers concerning substitute teacher services. This chapter is based on data collected through the "Questionnaire to On-call Substitute Teachers" (Appendix B).

Chapter 4 describes the professional characteristics of the regular teacher sample. Comparisons are made, on specific variables, between the professional characteristics of the regular teacher sample used in this study and the characteristics of the regular teaching force in Alberta. Analyses are conducted, according to selected variables, on the teaching functions and the possible problem areas of on-call and internal substitution. Opinions of regular teachers concerning various types of substitute teacher services are presented. A summary of general comments made by regular teachers concerning substitute teacher services are described. This chapter is based on the data collected through the "Questionnaire to Teachers" (Appendix C).

Chapter 5 describes briefly the professional characteristics of the principal sample and examines the extent to which on-call and internal substitution methods are used in the schools sampled. Analyses are conducted, according to selected variables, on the



teaching functions and the possible problem areas of on-call and internal substitution. Opinions of principals concerning various types of substitute teacher services are presented. The chapter also includes a summary of general comments made by principals concerning the substitute teacher services. This chapter is based on the data collected through the "Questionnaire to Principals" (Appendix D).

Chapter 6 provides comparative analyses of the teaching functions and the possible problem areas of on-call and internal substitution as perceived by on-call substitute teachers, regular teachers, and principals. The opinions of on-call substitute teachers, regular teachers, and principals concerning various types of substitute teacher services are examined and compared.

Chapter 7 states the conclusions arising from the study and provides suggestions for further study.



## Chapter 2

### RESEARCH DESIGN AND METHODOLOGY

This chapter provides a review of the research and a brief review of the previous articles that have been written on the topic of substitute teaching. The construction of the questionnaire and the instrumentation used in the questionnaire are explained. The sources of data and the samples used are described. The distribution, collection, and the percentage returns of each type of questionnaire are reported and a brief overview of the statistical analyses used in the study is presented.

### REVIEW OF THE LITERATURE

Lambert (1955:7) indicated that prior to 1955, there were only 31 articles written concerning the area of substitute teaching. Since that time a considerable number of articles have been written concerning substitute teaching, but the great majority of these writings deal with the stress, the traditional inadequacies, and the urgent need to improve the area of substitute teaching.

Review of the literature has indicated that there have been sixteen theses written in the area of substitute teaching. The greater portion of the research done in substitute teaching has been devoted to the problems of the organization and the administration of substitute teacher services.





## Research in the Organization and the Administration of Substitute Teaching

There have been eight doctoral dissertations written in the United States concerning the organization and the administration of substitute teacher services from the year 1952 to the year 1971. Although this research deals primarily with organization and administration, considerable data were reported on the personal and professional characteristics of substitute teachers. The studies in this area have been conducted by the following researchers.

1. Turner, Floyd V. (1952). The purpose of this study was to describe the policies governing the organization and the administration of substitute teaching in major American cities. The study was conducted by questionnaire. The study provided descriptive statistics concerning the status and working conditions of substitute teachers. The study emphasized the high degree of centralized control of substitute teaching in American cities.

2. Rosenburg, Sidney (1952). The purpose of the study was to survey the existing substitute teacher practices in the elementary schools of New York, New York. The study used interviews and questionnaires to determine the existing substitute teaching practices.

3. MacVittie, Robert W. (1954). The purpose of the investigation was to find out what school districts were doing to help integrate the work of the substitute teacher with that of the regular teacher,



in the public elementary schools of the New England States. The investigation used check-lists, rating scales, questionnaires, visits, and interviews.

4. Forcina, James J. (1958). The purpose was to conduct a cooperative project involving all school personnel (central office administrators, principals, substitute teachers, regular teachers, and children), to improve the substitute teaching services in Trenton, New Jersey. The project lasted two years and involved the use of questionnaires and inservice meetings. A revised program was implemented as a result of the project.

5. Newmark, Norma L. (1958). The purpose of the study was to determine the effect of the organizational and the administrative policies on the opinions and attitudes of regular substitute teachers in New York, New York. Six sociometric instruments were designed to measure the policies and the practices of substitute teaching in terms of their effect on the morale of the regular substitute teachers.

6. Warren, Thomas E. (1964). The purpose of the study was to provide information for the improvement of the substitute teacher services in the public schools of Cincinnati, Ohio by: (1) determining the relationship between performance ratings and selected characteristics of substitute teachers; and (2) identifying suggestions for improvement of the substitute teacher services. The



criteria for evaluation and performance ratings were determined by the principals of the public schools in Cincinnati, Ohio.

7. Harmon, Howard C. (1965). The purpose of the study was to develop standards which school districts might use to improve the administration of substitute teaching. The study used check-lists, interviews, and questionnaires and involved superintendents, principals, substitute teachers, and regular teachers from 39 school districts in the state of California.

8. Heckman, David L. (1971). The purpose of the study was to develop, implement, and evaluate a revised substitute teacher program for the school district of Haverford, Pennsylvania. Information was obtained and evaluation was conducted by the use of interviews and questionnaires.

#### Research in the Status and Working Relationships of Substitute Teachers

There have been five doctoral dissertations written in the United States and one Master's thesis written in Canada concerning the status and working relationships of substitute teachers. Although this research deals primarily with the status and relationships of substitute teachers, it necessarily involves the organization and the administration of substitute teacher services. The studies in this area have been conducted by the following researchers.

1. Connor, Herrick F. (1927). The purpose of this study was to describe the personal and professional characteristics of substitute



teachers in the public schools throughout the United States. The study used questionnaires and involved superintendents, principals and substitute teachers.

2. Lambert, Sam M. (1955). The purpose of the study was to determine the status and working relationships of substitute teachers in urban centers throughout the United States. The study compared the personal and the professional characteristics of the substitute teaching force, with similar characteristics of the regular teaching force. The study used questionnaires and involved superintendents, and substitute teachers.

3. Anderson, Kay J. (1959). The purpose of the study was to analyze the status, the selection, and the administration of the position of full-time substitute teachers in urban public school systems throughout the United States. The study used questionnaires and involved superintendents of school systems.

4. Mason, Emory H. (1968). The purpose of the study was to describe the status and working relationships of substitute teachers in the public schools of North Carolina. The study used questionnaires and involved superintendents and substitute teachers from 40 urban and rural school districts in North Carolina.

5. Curry, Mary B. (1968). The purpose of the study was to describe the status and working relationships of substitute teachers in the public schools of Montgomery County, Maryland. The study used questionnaires and involved substitute teachers.





6. Kozeluk, Alexander A. (1970). The purpose of the study was to survey the status of substitute teachers in the province of Alberta. The study used questionnaires and involved superintendents, substitute teachers, and regular teachers. The study compared the personal and professional characteristics of substitute teachers with similar characteristics of the provincial teaching force.

#### Other Research in Substitute Teaching

Two doctoral dissertations written in the United States resulted in special documents being prepared for use in conducting the substitute teaching program. The studies were completed by two researchers.

1. Guess, George T. (1957). The purpose of this research was to develop a resource guide for use by substitute teachers in elementary schools. The resource guide was designed to supplement the substitute teaching program and made specific suggestions for educational activities in six areas: fine arts; language arts; mathematics; physical education; science; and social studies.

2. Durkin, Joseph L. (1965). The purpose of this research was to develop a handbook for the administration and the management of substitute teacher services in the public school districts of New Jersey. The study used questionnaires and interviews and involved superintendents, principals, substitute teachers and regular teachers.



There have been several major papers or articles written in the area of substitute teaching. In 1934, Charles Baldwin presented a comprehensive major publication on the organization and the administration of substitute teaching services in urban school systems in the United States.

The National Education Association Research Bulletin, in February, 1955 and October, 1962, provided information about the substitute teaching force in the United States and the utilization of substitute teachers. The 1955 article was based on the doctoral dissertation of Sam M. Lambert.

The American School Board Journal of November, 1961, presented a 40-item check-list, devised by David Bear and Regan Carpenter, designed to assist administrators in evaluating the effectiveness of their substitute teaching services.

In 1965 a special monograph written by Neal C. Nickerson described the selection and the utilization of substitute teachers.

The Canadian Education Association Information Bulletin of November, 1966, used ten questions to survey the existing substitute teacher practices in Canadian urban centers. The survey involved 37 urban school systems. The central office administrative personnel responded, by means of "yes", "no" or other brief responses, to ten specific questions concerning substitute teaching.

A handbook, entitled *Successful Substitute Teaching*, was produced by the Administrative Leadership Service, a division of Educational Services Bureau Incorporated. This publication provides



an extensive description of procedures for the organization and the administration of substitute teacher services.

Of the published literature reviewed, only two articles, Kozeluk (1971:15) and the Canadian Education Association (1966:6), mentioned the use of internal substitutes as defined in this study. In the survey conducted by the Canadian Education Association, the question was asked, "Are regular teachers required to forfeit non-teaching periods in secondary schools to replace absent colleagues?" Of the 37 school districts surveyed, 10 responded "yes", 24 responded "occasionally" and 3 responded "no."

In 1970, D. Assheton-Smith presented a report to the Edmonton Public School Board on a pilot project involving the use of supernumerary personnel to provide internal substitution in lieu of on-call substitution. The assignment of supernumerary personnel in the junior high schools was similar to the method used by both school boards at the senior high school level. The assignment of supernumerary personnel resulted in each staff member receiving one or more preparatory periods in excess of the existing formula. The report discussed the advantages and disadvantages of internal substitution. In general the advantages appeared greater than the disadvantages and Assheton-Smith (1970:3) reported that:

Some administrators found that certain highly beneficial side-effects occurred which had not been anticipated. These were certainly not universal, and some may have occurred without the placement of supernumerary personnel. However, the administrators indicated that they strongly felt that these occurrences were partly if not entirely due to the existence of extra staff and more free time from the classroom.





Concerning the possibility of continued use of internal substitution at the junior high school level, Assheton-Smith (1970:4) stated that:

The prospects of internal substitution becoming general policy in the near future look exceedingly dim, regardless of the advantages. The cost factor under the new grants structure would be totally borne by the school board. Prior to 1970-71 school boards were reimbursed by the provincial government according to the number of teachers hired. The present system allows \$10,000 per classroom unit, regardless of the number of teachers hired. . . . It is hoped, however, that some way may be found to continue another year of experimentation.

#### INSTRUMENTATION

A decision was made at the beginning of the study to conduct a questionnaire survey. Borg (1963:202-220), Selltitz et al. (1966: 238-276), and Wiersma (1969:250-282), provided useful guidelines for the construction of the questionnaires used in the study. The criteria listed by Norton (1930:6) were used to evaluate the questionnaires and the research procedure.

Three questionnaires were designed for use in the study, the "Questionnaire to Teachers" (Appendix B), the "Questionnaire to Principals" (Appendix C), and the "Questionnaire to On-call Substitute Teachers" (Appendix D). Each questionnaire had five major sections: General Data; Teaching Functions; Possible Problem Areas; Opinions; and General Comments.



## General Data

Teacher questionnaire. This was designed to provide information on, (1) the professional characteristics of the teachers, (2) the extent to which the teachers required substitute teacher services, and (3) the extent to which the teachers provided internal substitution.

Principal questionnaire. This was designed to provide information on, (1) the professional characteristics of the principals, (2) the extent to which on-call and internal substitution were used in their schools, and (3) the procedures used in the assignment of internal substitute teachers.

On-call substitute questionnaire. This was designed to provide the personal, the professional, and the employment characteristics of on-call substitute teachers.

The majority of responses in this section could be given by checking a particular response or by making a numerical entry. The questions on the principal questionnaire concerning the selection and assignment of internal substitute teachers required written responses.

## Teaching Functions

This section was designed to measure the extent to which on-call substitute teachers and internal substitute teachers performed the teaching activities of the regular teacher. A book by Rathz entitled



*Teaching for Learning* and a book by Shipley et al., entitled *A Synthesis of Teaching Methods*, were used to develop a comprehensive list of teaching activities. The list was reduced to 19 teaching functions for on-call substitution and 17 teaching functions for internal substitution. The two additional teaching functions listed for on-call substitution concerned accepting all calls to substitutes regardless of the school, and attending special meetings for on-call substitute teachers.

A four-point numerical scale was used to measure the teaching functions. The respondents were asked to indicate, by means of a circle, the extent to which they perceived that the on-call and the internal substitutes performed the listed teaching functions.

#### Possible Problem Areas

Previous research in the area of substitute teaching was used extensively to develop the lists of possible problem areas associated with on-call substitution. Specifically, the problem areas perceived by on-call substitute teachers in the research conducted by Lambert (1955:136-174), Forcina (1958:86-109), and Kozeluk (1970:81-93), were summarized and a list of eleven possible problem areas was developed for the "Questionnaire to On-call Substitute Teachers."

The problem areas of on-call substitution that were perceived by regular teachers and principals in the research of Forcina (1958: 109-123) and Kozeluk (1970:93-100) were summarized. A list of seven possible problem areas of on-call substitution was developed for the "Questionnaire to Principals," while a list of five possible



problem areas of on-call substitution was developed for the "Questionnaire to Teachers."

The possible problem areas of internal substitution were derived from a variety of sources, (1) the report of Assheton-Smith (1970:2-4), (2) informal conversations with teachers from both school systems, and (3) the meetings with central office personnel of both school systems. A list of eight possible problem areas of internal substitution was developed for the "Questionnaire to Teachers" and a list of seven possible problem areas of internal substitution was developed for the "Questionnaire to Principals."

A four-point numerical scale was used to measure the possible problem areas. The respondents were asked to indicate, by means of a circle, the extent to which they perceived that the listed areas of on-call and internal substitution were problematic.

### Opinions

This section involved four questions developed to survey opinions concerning various types of substitute teacher services.

Permanent substitute teachers. The review of the literature revealed that numerous writers advocated the use of a body of permanently employed substitute teachers, for example, Reader (1951:198), Rosenberg (1952:148), Lambert (1955:216), Forcina (1958:72), Anderson (1959:304), Smith (1961:196), Polos (1963:395), Warren (1964:160), Durkin (1965:231), Nickerson (1965:3), and Stevens (1969:230). All respondents were asked to indicate "yes" or "no" to the question,





"Do you feel that a body of permanently employed substitute teachers with full teacher privileges should be hired to work in the school system?"

Internal and on-call substitution. A decision was made to evaluate the perceptions of all respondents concerning on-call and internal substitution. To determine the relative effectiveness of substitution methods, all respondents were asked to indicate, by placing an "X" in the appropriate column(s), whether on-call substitution, internal substitution, or some combination of on-call and internal substitution was the best method of substitution at specified grade levels. The question was stated, "Which of the following substitute teacher services do you feel is the most effective in providing the best teaching-learning situation for the students in your school?" In the "Questionnaire to On-call Substitute Teachers", the question did not include the phrase, "for the students in your school."

Substitutes work in a group of schools. Several writers have advocated the grouping of substitute teachers to serve a particular grade level or group of schools. In the research of Forcina (1958:58) and Anderson (1959:349), it was recommended that full-time substitute teachers be grouped to serve a certain number of schools. All respondents were asked to indicate, by means of an "X" in the appropriate column(s), their opinion of this suggestion at specified grade levels. The question was formulated to read, "What is your



opinion concerning the employment of a body of permanent substitutes to work in a group of schools of the same grade level?"

Training in regular teacher's area. Several writers have indicated that the misassignment of substitute teachers is a major problem. The N.E.A. Research Bulletin (1955a:45) stated:

The amount of substitute teaching outside licenced subject areas and school divisions is extensive. This problem is particularly serious in the secondary schools, for about one-third of the substitutes at this level say that they teach more frequently outside than inside their certified subject areas.

All regular teachers, principals, and on-call substitutes were asked to respond to the question, "Should teachers providing substitution be trained in the regular teacher's area of specialization?"

General comments. This section allowed space for any additional comments respondents wanted to make concerning the practices of substitute teaching.

A list of questions (Appendix E) was formulated to be used as a basis for interviews with the personnel officers in both school systems. The question list was designed to provide information on: (1) the selection and recruitment of on-call substitutes; (2) the problems encountered in assigning, orientating, and evaluating on-call substitutes; (3) the inservice training provided for on-call substitutes; (4) the problems of providing internal substitutes, and (5) opinions of various types of substitute teacher services.



## SOURCES OF DATA

The data for the study were obtained from (1) personnel officers and other central office personnel, (2) a sample of on-call substitute teachers, (3) a sample of regular teachers, and (4) a sample of principals.

### Data from Central Office

Early in October, 1970, personnel of the Edmonton Public School District and the Edmonton Separate School District gave approval for a study to be conducted in their school districts concerning on-call and internal substitution. Several meetings were held with administrative personnel of both school systems to (1) determine areas of administrative concern associated with on-call and internal substitution, and (2) obtain information on existing substitute teacher services. Subsequent meetings were held with the secretaries in charge of substitute teacher assignment in both systems. These meetings provided greater insight into the organization and operation of the substitute teacher services in both school systems.

Early in December, 1970, draft copies of the questionnaires were approved by the school districts, and on December 14, 1970, pilot studies were conducted using the "Questionnaire to Teachers" and the "Questionnaire to Principals." Each school district selected nine schools for the pilot studies, three elementary schools, three junior high schools, and three senior high schools.

In January, 1971, the personnel officers of both school boards,



by means of a special memorandum, informed all schools of the study and encouraged their support and participation.

On January 18, 1971, the personnel officer of the Edmonton Public School District was interviewed, and on January 19, 1971, the personnel officer of the Edmonton Separate School Board was interviewed. The list of questions developed for central office personnel was used as a basis for the interviews.

#### Data from On-call Substitutes

Data from on-call substitute teachers were obtained primarily through the "Questionnaire to On-call Substitute Teachers." The questionnaires were sent out to all on-call substitute teachers on January 25, 1971, and the deadline date for return of the questionnaires was February 15, 1971.

On February 22, 1971, the secretary in charge of substitute teacher assignment for the Edmonton Separate School District arranged for a meeting with twelve on-call substitute teachers. The meeting was used to discuss the "On-call Substitute Teacher Questionnaire" and to discuss on-call substitution in general.

#### Data from Regular Teachers

Data from regular teachers were obtained through the "Questionnaire to Teachers."

On December 14, 1970, a pilot study, using the "Questionnaire to Teachers," was conducted in the nine schools in each school district selected by central office administrators. The principals of the





schools involved selected ten teachers to fill out and evaluate the questionnaire. The pilot study resulted in minor changes in the wording of questions and more explicit directions preceding the sections concerned with the teaching functions and the possible problem areas.

On January 29, 1971, the "Questionnaire to Teachers" were mailed to the schools involved in the study. The deadline for the return of the questionnaires was February 22, 1971.

#### Data from Principals

Data from principals was obtained through the "Questionnaire to Principals."

A pilot study, using the "Questionnaire to Principals," was conducted in the same way as the pilot study involving the "Questionnaire to Teachers." The principals of the schools selected by the school districts were asked to fill out and evaluate the questionnaire. The pilot study resulted in minor changes being made to the "Questionnaire to Principals" similar to the changes made in the "Questionnaire to Teachers."

On January 29, 1971, envelopes containing the "Questionnaire to Principals" and the "Questionnaire to Teachers" were mailed to all schools involved in the study. Each envelope contained an introductory letter to the principal (Appendix A). The introductory letter provided a brief explanation of the study and instructions for the distribution and collection of questionnaires. The principals were asked to return all questionnaires completed in their school before February 22, 1971.



## THE SAMPLE

At the request of the central office personnel in both school systems, all senior high schools in the city of Edmonton were selected for the study. The method of selecting elementary and junior high schools was based on the number of teachers in the senior high schools. A decision was made to sample an approximately equal number of elementary teachers and approximately one-half this number of teachers at the junior high school level. The total list of schools and teachers was obtained from both school boards and the elementary and junior high schools were selected on the basis of geographical proximity to the senior high schools. This selection method resulted in 1 senior high school, 4 senior-junior high schools, 8 junior high schools, 14 junior high-elementary schools and 36 elementary schools being selected for the study.

Of the 79 schools selected, 77 schools participated in the study. One senior high school and one elementary school did not participate. The senior high school not participating in the study used individualized instruction and did not use internal substitution, and only used on-call substitution in cases of long term teacher absences.

### Sample of Principals

Of the 79 schools selected for the study, 77 principals or 98 percent of the principals returned completed questionnaires. All principals in the schools participating in the study completed and returned the "Questionnaire to Principals."



### Sample of Regular Teachers

Of the 2,236 questionnaires sent to regular teachers selected for the study, 1,503 or 67 percent of the teachers returned the "Questionnaire to Teachers." Of the 1,503 questionnaires returned, 97 were not usable in the study.

### Sample of On-call Substitute Teachers

A total list of on-call substitute teachers was provided by the secretaries in charge of substitute teacher assignment in both school systems. The two lists were checked to avoid duplication of names. The "Questionnaires to On-call Substitute Teachers" were mailed to 394 substitute teachers. Of the 394 questionnaires sent, 246 or 60 percent were returned by the established deadline date. Sixteen of the questionnaires were returned unopened indicating a change of address of these substitute teachers. Of the 246 questionnaires returned, 9 were not usable in the study.

## OVERVIEW OF STATISTICAL ANALYSES

As the questionnaires were returned, quantitative data were transferred to data tabulation forms. I.B.M. cards were punched by direct reference to the tabulation forms and were used in the statistical analyses which were done by computer. The responses in the "General Comments" section of the questionnaires were tape recorded and later summarized.

All data were analyzed first to indicate frequencies, percentages, means and range of responses. Data from the sections



involving the teaching functions and the possible problem areas used the Scheffé test to compare the various mean scores to locate any significant differences that existed. The Scheffé test was chosen for the analysis because: (1) it will allow comparison of more than two means at a time; (2) no particular problems arise because of unequal "n's", Ferguson (1966:297); (3) it is not seriously affected by violations of the assumptions of normality of distribution and homogeneity of variance; and (4) the test is more rigorous than other tests for significant differences between means. Because of this, Ferguson (1966:297) suggests that a .10 level of significance be used. In the report of any significant differences, it should be remembered that this is the level of significance accepted.

The mean scores of the possible problem areas were ranked and the Spearman Correlation coefficients were used to determine the association that existed between group rankings.

Preliminary analyses of the teaching functions resulted in comparative analyses being conducted on thirteen of the seventeen functions listed in the "Questionnaire to Teachers" and the "Questionnaire to Principals." The teaching functions not included in the comparative analyses were, "Become involved in events such as athletics, drama, concerts", "Attend Home and School or similar meetings", "Prepare reports for parents", and "Participate in staff meetings."

Because the majority of on-call substitute teacher assignments involved only one or two days, comparative analyses were not con-





ducted on two teaching functions listed in the "Questionnaire to On-call Substitute Teachers." The teaching functions not included in the comparative analyses were, "Attend Home and School or similar meetings" and "Prepare reports for parents."

## SUMMARY OF CHAPTER 2

A review of the literature revealed that there have been sixteen theses and several major publications written concerning substitute teacher services. Very little has been written concerning internal substitution.

Questionnaires to on-call substitute teachers, regular teachers, and principals were designed for the study. A list of specific questions was formulated for use in interviews with the personnel officers in both school systems.

Data from on-call substitutes, regular teachers, and principals were obtained primarily through questionnaires mailed during January, 1971. Questionnaires were distributed to 79 principals and 2,236 regular teachers in 79 selected schools. Questionnaires were mailed to 394 on-call substitute teachers from both school systems. Ninety-eight percent of the principals, 67 percent of the regular teachers and 60 percent of the on-call substitutes returned the questionnaires.



## Chapter 3

### CHARACTERISTICS AND OPINIONS OF ON-CALL SUBSTITUTE TEACHERS

Data obtained from the "Questionnaire to On-call Substitute Teachers" are reported in this chapter. Personal and professional characteristics are examined, and compared where possible with similar characteristics of the provincial on-call substitute teaching force. Analysis is conducted on opinions, teaching functions, possible problem areas, and general comments.

#### PERSONAL CHARACTERISTICS

Sex. Questionnaire data supported previous research findings that females comprise the majority of the substitute teaching force. Lambert (1955:64), in his study of urban centers in the United States, found that the smaller the city the smaller the proportion of men in substitute teaching positions. In cities of 100,000 and over, men constituted 9.8 percent of the substitute teaching force, and in cities of 2,500 to 4,999, only 2.2 percent were male. The present study showed that 79 percent of the sample was female and 21 percent was male. Kozeluk (1970:55) reported that in school systems in Alberta, 88 percent of the substitute teachers were female and only 12 percent were male. The higher percentage of male on-call substitute teachers in the urban systems may be partly explained by the fact that many of the males in the sample were in attendance at university.



Age. There is no specific age when teachers are considered most effective. However, teachers just beginning their careers are handicapped by lack of skill in teaching technique and managing children, as these skills usually develop with experience. Teachers at retirement age or beyond sixty years of age may experience a gradual decline in physical and mental stamina. Therefore, it is desirable not to have a large percentage of the substitute teaching force in these categories.

In the present study 38.7 percent of the substitute teacher force was either under twenty-five or over sixty, with approximately 25 percent of the substitute teachers under twenty-five years of age. Comparing percentage frequency of substitute teachers in age categories for the provincial sample and the urban sample, (Table 3.1), similarities between mean and median ages are observed.

#### PROFESSIONAL CHARACTERISTICS

This section concerns certification of on-call substitute teachers, years since enrolled as full-time student, years since last credit course, years of teaching experience, and years of substitute teaching experience.

##### Training and Certification of On-call Substitute Teachers

A university degree is now generally seen as a minimum preparation for the teaching profession. However, on-call substitute teachers in both the urban and provincial samples fall well below this level. One or more university degrees were held by 29.6 percent of the urban on-call substitute sample, while 25.1 percent



Table 3.1

PERCENTAGE FREQUENCY DISTRIBUTION OF AGE CATEGORIES  
OF ON-CALL SUBSTITUTE TEACHERS IN URBAN AND  
PROVINCIAL SAMPLES

Age Category	Provincial Sample		Urban Sample	
	1970*	(N = 215)	1970	(N = 237)
60 years or over		13.4 %		14.8 %
55 - 59		5.1		8.0
50 - 54		7.4		6.8
45 - 49		6.5		6.3
40 - 44		8.4		6.3
35 - 39		10.2		6.8
30 - 34		17.2		9.3
25 - 29		19.5		16.9
20 - 24		12.1		24.9
		mean = 39.4		mean = 38.4
		median = 34.8		median = 33.9

\* These figures are from Kozeluk (1970:60).





of the provincial sample indicated that they held one or more university degrees. No degrees were held by 67.9 percent of the urban sample, and the 2.5 percent that reported "other" stated that they held certificates in specialized curriculum areas.

All teachers in the urban sample indicated that they had valid teaching licences. This study does not show, however, the frequency of substitute teaching in grades and subject fields outside or beyond the area of preparation of the substitute teacher. Comparing the urban sample and the provincial sample, professional certificates were held by 38.0 percent of the substitute teachers in the urban sample and by 21.9 percent in the provincial sample. There were no substitute teachers in the urban sample classified as having no certificate, however, 1.4 percent of the provincial sample reported having no certificate. Degrees and certification of on-call substitute teachers in the urban sample and the provincial sample are described in Table 3.2.

Because rapid changes are occurring in education, teachers should return to college or university periodically. This is just as necessary for substitute teachers as for regular classroom teachers. One of the major factors facilitating this return to study is the proximity of an institution of higher education. Over one-third of the urban on-call substitutes reported that they had been enrolled in a university credit course within the last year, and 26.2 percent stated that it had been one year or less since they were enrolled as full-time students at university. The number of years since the urban on-call substitute teachers had been



Table 3.2

PERCENTAGE FREQUENCY DISTRIBUTION OF DEGREES AND CERTIFICATES  
HELD BY ON-CALL SUBSTITUTES IN  
URBAN AND PROVINCIAL SAMPLES

Degrees Held	Provincial Sample 1970* (N = 215)	Urban Sample 1970 (N = 237)
Master's	0.9%	5.1%
Two Bachelor's	3.3	3.0
One Bachelor's	20.9	21.5
No Degree	72.6	67.9
Other	2.3	2.5
-----		
Certificate Type and Approximate Preparation		
-----		
Professional (Three or more years beyond grade 12)	21.9	38.0
Standard (Two years beyond grade 12)	36.7	33.8
Junior Elementary (One year beyond grade 12)	26.0	19.4
Second Class (One year beyond grade 12)	4.7	3.8
Letter of Authority (Usually less than one year beyond grade 12)	9.3	5.1
No Certificate	1.4	0.0

\* These figures are from Kozeluk (1970:66-67).



enrolled as full-time students or in a university credit course are presented in Table 3.3.

#### Regular Classroom and Substitute Teacher Experience

A trend observed by Lambert (1955:84), in a study of 2,039 urban systems in the United States, was that the smaller the school system the greater was the percentage of substitute teachers who had regular teaching experience. The respondents in the present study were asked for their experience as full-time and substitute teachers. Approximately 24 percent of the substitute teachers had one year or less as a regular classroom teacher, and over 50 percent of the sample had only one year of substitute teaching experience. If the number of substitutes working in their first year can be used as a measure, there is a 50 percent change in the total substitute teaching staff in urban systems from one year to the next. This high turnover rate is one of the major problems in providing a continuous and effective on-call substitute teaching service. Table 3.4 compares the teaching and substitute teaching experience of the urban and provincial samples.

#### EMPLOYMENT CHARACTERISTICS

The distribution of substitute teaching by grade levels, the number of regular classroom teachers substituted for in a given period, and the number of days substitute teaching in a given period are presented in this section.



Table 3.3

PERCENTAGE FREQUENCY DISTRIBUTION OF REGENCY OF EDUCATION  
OF URBAN ON-CALL SUBSTITUTE TEACHERS

Years	Years Since Enrolled as Full-Time Student	Years Since Completed University Credit
15 or more	40.1%	29.9%
14	2.5	1.7
13	1.3	0.4
12	1.3	0.8
11	1.3	1.7
10	3.4	1.7
9	1.3	1.7
8	1.3	0.4
7	1.7	2.1
6	2.9	1.7
5	1.7	3.8
4	7.2	5.5
3	4.2	4.2
2	3.8	8.4
1 or less	26.2	35.9





Table 3.4

PERCENTAGE FREQUENCY DISTRIBUTION OF NUMBER OF  
YEARS OF TEACHING EXPERIENCE OF ON-CALL  
SUBSTITUTES IN URBAN AND  
PROVINCIAL SAMPLES

Years of Regular Classroom Experience	Provincial Sample 1970* (N = 215)	Urban Sample 1970 (N = 237)
10 or over	24.5%	27.5%
9	4.2	4.2
8	6.0	4.6
7	5.6	4.2
6	9.3	5.9
5	8.8	3.8
4	7.9	5.9
3	11.6	11.8
2	9.8	8.4
1 or less	11.2	23.6
<hr/>		
Years of Substitute Teaching Experience		
9 or more	10.8	11.6
8	4.7	2.1
7	2.3	1.3
6	3.3	3.0
5	5.2	3.4
4	6.6	5.1
3	16.4	8.0
2	19.2	14.8
1	31.5	50.6

\* These figures are from Kozeluk (1970:69).



### Distribution of On-call Substitute Teachers by Grade Levels

On-call substitute teachers are frequently assigned to a variety of grade levels; however, most systems try to develop a core of substitute teachers to work at specific grade levels. Of the 237 substitute teachers, 120 taught in grades one to six, 34 in grades one to nine, 35 in grades one to twelve, 9 in grades seven to nine, 28 in grades seven to twelve, and 11 in grades four to twelve.

Accept all calls to substitute. Data showed that approximately 50 percent of the on-call substitute teachers accepted all calls to substitute, and 34 percent accepted almost all calls to substitute. Only 17 percent of the substitute teacher sample stated that they accepted substitute teaching assignments seldom or infrequently. Of the on-call substitutes teaching at the elementary school level, 37 percent indicated that they accepted all calls to substitute, while 22 percent indicated that they accepted substitute teaching assignments seldom or infrequently.

Attend special meetings. Only 57 percent of the on-call substitute teacher sample indicated that they had attended a special meeting for on-call substitute teachers. Of the on-call substitutes teaching at the elementary school level, 66 percent indicated that they had attended a special meeting for on-call substitute teachers.

### Number of Regular Classroom Teachers Substituted for in Given Period

Each school and class present different situation and problems to the substitute teacher, and the more teachers for whom the



substitute teacher works the more difficult the job becomes. Tabulation of data showed that substitute teachers in the urban systems taught for an average of fourteen different classroom teachers in the period September to December, 1970. Sixteen percent of the sample substituted for less than five different classroom teachers and thirty-one percent substituted for more than twenty different classroom teachers.

#### Number of Days Substituted in Given Period

The majority of substitute teacher assignments are short term in nature involving only one or two days. Today, on-call substitute teachers not only replace regular teachers during illness, but also for a variety of professional meetings such as workshops, conferences and committee meetings. On-call substitute teachers in the urban systems taught for an average of 22.4 days during the period from September to December, 1970. On-call substitutes teaching less than five days represented 15.8 percent of the sample, and on-call substitutes teaching 20 days or more represented 47.6 percent of the sample.

#### ANALYSIS OF TEACHING FUNCTIONS

This section concerns the analysis of teaching functions, Part III of the "Questionnaire to On-call Substitute Teachers." Primary analyses of teaching functions were conducted on the basis of sex and grade levels taught. Secondary analyses were conducted according to the following variables: years of post-secondary education; years of



teaching experience; years of substitute teaching experience; number of days substituted in given period; number of regular teachers substituted for in given period; and years of age. The secondary analyses are reported in Appendix F.

### Sex

Male and female substitute teachers saw themselves performing to a considerable extent the functions "Teach lesson planned by regular teacher" and "Provide necessary discipline." The female substitutes also saw themselves performing to a considerable extent the functions "Allow students to work either individually or in groups" and "Use variety of instructional methods." The functions, "Teach new content" and "Review previous lesson content," were not perceived by either group as being done to a considerable extent, as evidenced in the relatively low group mean perception scores for these functions.

Analysis showed that the female on-call substitute group means were significantly different from the male on-call substitute group means on nine functions. The female group means were significantly higher for the following functions: "Teach lesson planned by regular teacher", "Use variety of instructional methods", "Use audio-visual aids", "Provide necessary discipline", "Allow individual or group work", "Become aware of physical disabilities of students", and "Report progress to teacher upon his/her return." The male group mean score was significantly higher for function 14, "Become involved in school activities." Group mean scores and percentage responses were low for both groups with regard to functions 12, 14 and 15. In general,





Table 3.5 shows that the female on-call substitute teacher group perceived themselves performing the listed functions to a greater degree than did the male on-call substitute teacher group.

### Grade Levels

To make a comparison between elementary grades and junior and senior high school grades, only the perceptions of on-call substitute teachers who had worked specifically within grade levels 1 to 6 and 7 to 12 were used. Substitute teachers at both grade levels saw themselves performing these four functions to a considerable extent; "Teach lesson planned by regular teacher", "Provide necessary discipline", "Allow students to work either individually or in groups", and "Report progress to regular teacher upon his/her return." Substitutes at the elementary level also saw themselves using a variety of instructional methods to a considerable extent. Substitute teachers in the elementary grades saw themselves performing the functions, "Teach new content" and "Review previous lesson content", to a greater extent than did substitute teachers at the junior or senior high school level. However, no group perceived these functions being done to a considerable extent as was evidenced by the relatively low group mean perception scores for these functions.

Analyses of group mean function scores for on-call substitute teachers when grouped according to grade levels in which they taught, showed that on-call substitute teachers in the elementary grades perceived that they performed five functions to a significantly greater degree: "Use a variety of instructional methods", "Use audio-visual



Table 3.5

MEAN EXTENT TO WHICH MALE AND FEMALE ON-CALL SUBSTITUTE TEACHERS  
PERCEIVE THAT THEY PERFORM SPECIFIED FUNCTIONS

On-call Substitution Functions	MEANS*		p	Percentage Response
	Male On-call Substitutes	Female On-call Substitutes		
Range of N	(42-50)	(163-183)		
1. Review previous lesson content.	2.25	2.52	.08	92.0
2. Teach new content.	2.64	2.89	.08	97.0
3. Teach lesson planned by regular teacher.	3.27	3.57	.01	97.5
4. Use variety of instructional methods.	2.43	3.00	.01	96.2
5. Allow students time to do own work in class.	2.82	2.91	.52	97.0
6. Provide discipline necessary for student learning.	3.16	3.56	.01	98.3
7. Allow students to work either individually or in groups.	2.92	3.17	.05	97.5
8. Use audio-visual aids such as T.V., films	2.36	2.77	.01	92.8
9. Become aware of physical disabilities of students.	2.04	2.89	.01	93.2
10. Become aware of mental and emotional disabilities of students.	2.00	2.74	.01	92.0
11. Ask other teachers for information about students.	2.12	2.35	.21	86.1
12. Use cumulative record cards to obtain information.	1.68	1.66	.91	61.2
13. Report progress to regular teacher upon his/her return.	2.80	3.21	.01	90.7
14. Become involved in events such as athletics, drama, concerts.	2.21	1.77	.01	62.9
15. Participate in staff meetings.	1.67	1.64	.89	48.5

\* Measured by On-call Substitute Questionnaire, Part 3,  
(1=Small Extent; 4=Large Extent).



aides", "Teach lesson planned by regular teacher", "Become aware of physical disabilities of students", and "Become aware of emotional disabilities of students." Table 3.6, shows that with the exception of functions 7, 12 and 15, the elementary on-call substitutes perceived themselves performing the listed functions to a greater extent than did the substitutes in grades seven to twelve.

#### ANALYSIS OF PROBLEM AREAS

This section concerns the analysis of possible problem areas, as assessed in Part IV of the "Questionnaire to On-call Substitute Teachers." Primary analyses were conducted on the basis of sex and grade levels taught. Secondary analysis was conducted on the same variables as the secondary analyses of teaching functions and these are reported in Appendix G.

##### Sex

The three highest ranking problem areas as perceived by male and female substitute teachers concerned the lack of lesson plans, the lack of opportunity to evaluate own performance, and the attitude of students.

Analysis of the possible problem areas, Table 3.7 indicated that the male mean difficulty scores were significantly higher in two areas: "Lack of lesson plans", "Lack of opportunity to evaluate access to necessary texts and related materials." The group mean difficulty scores of the male group were generally higher than the female group. The Spearman correlation coefficient showed that a



Table 3.6

MEAN EXTENT TO WHICH ON-CALL SUBSTITUTE TEACHERS,  
(CLASSIFIED BY GRADES TAUGHT), PERCEIVE THAT  
THEY PERFORM SPECIFIED FUNCTIONS

On-call Substitution Functions	MEANS*		p	Percentage Response
	Grades 1 - 6	Grades 7 - 12		
Range of N	(105-120)	(30-34)		
1. Review previous lesson content.	2.59	2.26	.08	92.4
2. Teach new content.	2.53	2.74	.28	96.8
3. Teach lesson planned by regular teacher.	3.59	3.32	.05	96.8
4. Use variety of instructional methods.	3.06	2.71	.04	96.2
5. Allow students time to do own work in class.	2.91	2.85	.72	96.2
6. Provide discipline neces- sary for student learning.	3.54	3.41	.33	98.1
7. Allow students to work either individually or in groups.	3.14	3.29	.32	97.5
8. Use audio-visual aids such as T.V., films.	2.88	2.34	.01	93.0
9. Become aware of physical disabilities of students.	2.97	2.24	.01	91.1
10. Become aware of mental and emotional disabilities of students.	2.78	2.34	.03	91.7
11. Ask other teachers for information about students.	2.42	2.03	.07	86.0
12. Use cumulative record cards to obtain information.	1.69	1.75	.78	62.9
13. Report progress to regular teacher upon his/her return.	3.11	3.00	.56	89.2
14. Become involved in events such as athletics, drama, concerts.	1.81	1.71	.65	61.8
15. Participate in staff meetings.	1.68	1.71	.89	58.4

\* Measured by On-call Substitute Questionnaire, Part 3,  
(1=Small Extent; 4=Large Extent).





Table 3.7

RANKS AND SPEARMAN CORRELATION COEFFICIENT OF MEAN EXTENT  
TO WHICH MALE AND FEMALE ON-CALL SUBSTITUTE  
TEACHERS PERCEIVE EXISTENCE  
OF SPECIFIED PROBLEMS

On-call Substitution Possible Problem Areas	Male		Female		p
	On-call		On-call		
	<u>Substitutes</u>		<u>Substitutes</u>		
	Means*	Rank	Means*	Rank	
Range of N	(40-50)		(145-183)		
1. Lack of lesson plans.	2.67	1	2.15	2	.01
2. Lack of opportunity to evaluate own performance.	2.60	2	2.19	1	.03
3. Attitude of students.	2.31	3	2.12	3	.25
4. No contact with regular teacher if absent over a period of time.	2.25	4	2.02	4	.28
5. Lack of awareness of extra duties.	2.16	5	1.76	8	.01
6. Not being encouraged to feel part of the teaching team.	2.13	6	2.01	5	.49
7. Insufficient orientation by school personnel.	2.11	7	1.89	6	.17
8. Lack of opportunity to discuss teaching duties and problem areas with principal or supervisor.	2.09	8	1.79	7	.06
9. Lack of access to texts and related materials.	1.94	9	1.63	11	.04
10. Inadequate consultation with principal or supervisor.	1.89	10	1.70	10	.18
11. Lack of opportunity to keep in touch with educational practices and attend professional meetings.	1.68	11	1.73	9	.77
Spearman Correlation Coefficient .900**					

\* Measured by On-call Substitute Questionnaire, Part 4,  
(1=Small Extent; 4=Large Extent).

\*\* Significant at the .01 level.



positive association existed at the .01 level between group rankings of possible problem areas.

### Grade Levels

The three highest ranking problem areas perceived by on-call substitutes teaching in grades one to six were, "Lack of opportunity to evaluate own performance", "Lack of lesson plans", and "No contact with regular teacher if absent over a period of time." On-call substitutes teaching in grades seven to twelve perceived the three highest ranking problem areas as being, "Lack of lesson plans", "Attitude of students", and "Not being encouraged to feel part of the teaching team."

Analysis of possible problem areas showed that the on-call substitute teacher group teaching in grades seven to twelve had significantly higher mean difficulty scores in two areas: "Lack of lesson plans", and "Lack of access to necessary texts and related materials." The Spearman correlation coefficient showed that a significant association existed, at the .05 level, between the group rankings of possible problem areas. Table 3.8 shows that possible problem areas were not generally considered as being very problematic by either group and substitutes in grades seven to twelve usually perceived that the possible problem areas presented greater difficulty than did the elementary substitute teachers.

### OPINIONS

Opinions concerning various types of substitute teacher



Table 3.8

RANKS AND SPEARMAN CORRELATION COEFFICIENTS OF MEAN EXTENT  
TO WHICH ON-CALL SUBSTITUTE TEACHERS, (CLASSIFIED BY  
GRADES TAUGHT), PERCEIVED EXISTENCE  
OF SPECIFIED PROBLEMS

On-call Substitution Possible Problem Areas  Range of N	GRADE LEVELS				p
	1 - 6		7 - 12		
	Means*	Rank	Means*	Rank	
	(105-117)		(33-37)		
1. Lack of opportunity to evaluate own performance.	2.14	1	2.10	5	.83
2. Lack of lesson plans.	2.01	2	2.65	1	.01
3. No contact with regular teacher if absent over a period of time.	2.01	2	1.88	8	.60
4. Not being encouraged to feel part of the teaching team.	1.96	4	2.15	3	.36
5. Attitude of students.	1.92	5	2.22	2	.10
6. Insufficient orientation by school personnel.	1.86	6	2.14	4	.15
7. Lack of opportunity to discuss teaching duties and problem areas with principal or supervisor.	1.75	7	1.86	9	.54
8. Lack of opportunity to keep in touch with educational practices, and attend professional meetings.	1.73	8	1.76	11	.90
9. Lack of awareness of extra duties.	1.70	9	1.95	7	.17
10. Inadequate consultation with principal or supervisor.	1.64	10	1.80	10	.32
11. Lack of access to texts and related materials.	1.56	11	2.03	6	.01
-----					
Spearman Correlation Coefficient .555**					

\* Measured by On-call Substitute Questionnaire, Part 4,  
(1=Small Extent; 4=Large Extent).

\*\* Significant at the .05 level.



service, as assessed in Part II of the "Questionnaire to On-call Substitute Teachers", are examined in this section.

#### Permanent Substitute Teachers

The on-call substitute teachers were asked to respond to the question, "Do you feel that a body of permanently employed substitute teachers with full teacher privileges should be hired to work in the school system?" Tabulation of the results showed that 78.2 percent indicated "yes", while 21.8 percent did not agree with the idea of establishing a body of permanent substitutes with full teacher privileges.

#### Type of Substitute Teacher Service by Grade Level

In order to gather opinions concerning various types of substitute services which provide the best teaching-learning situation at various grade levels, the on-call substitute teachers were asked to check the type of service they perceived as being the most effective for the grade levels in which they had taught. Table 3.9 shows the percentages responding to the different types of services. In elementary and junior high school grades the greater percentage of substitute teachers perceived that a combination of on-call and internal provided the best teaching-learning situation. In general the percentage perceiving internal substitution as the most effective increased as grade level increased and the higher the grade level the greater the percentage indicating "no opinion."





Table 3.9

PERCENTAGE FREQUENCY DISTRIBUTION OF ON-CALL SUBSTITUTE  
TEACHER OPINIONS CONCERNING THE DESIRABILITY  
OF VARIOUS TYPES OF SUBSTITUTE  
TEACHER SERVICE

Type of Substitute Teacher Service	INSTRUCTIONAL LEVELS		
	Elementary (N=203)	Junior High (N=121)	Senior High (N=86)
Internal Substitution	9.9%	11.6%	16.3%
Mostly Internal, Some On-call	23.2	19.0	16.3
Mostly On-call, Some Internal	23.5	23.1	12.8
On-call Substitution	20.2	18.2	17.4
No Opinion	23.2	28.1	37.2



### Permanent Substitutes To Work in Group of Schools

The on-call substitutes were asked to give their opinion concerning the employment of a body of permanent substitutes to work in a group of schools of the same grade level. Responses in Table 3.10 indicated that on-call substitutes at all grade levels felt that this was a desirable practice.

### Substitutes Trained in Regular Teacher's Area

One of the major criticisms leveled at on-call substitution is that the primary function of such a service is one of "baby-sitting." The implication is that on-call substitutes are either not sufficiently trained or they are misassigned. Lambert (1955:14) found that almost one-half of the substitute teachers in his study had at sometime during the school year taught at least one subject or grade that they were not licensed to teach. Today, with subject specialization, especially at the secondary level, it would appear reasonable that the substitute teachers have some background training in the subject or grade level in which they substitute. Substitute teachers in this study were asked how necessary it was to be trained in the regular teacher's area of specialization. On-call substitutes feeling that this was essential represented 17.5 percent of the sample, while 60.7 percent felt it was preferable, 18.4 percent indicated that it was not necessary, and 3.4 percent were undecided on the question.



Table 3.10

PERCENTAGE FREQUENCY DISTRIBUTION OF ON-CALL SUBSTITUTE TEACHER  
 OPINIONS CONCERNING THE EMPLOYMENT OF PERMANENT SUBSTITUTES  
 TO WORK IN A GROUP OF SCHOOLS OF THE SAME GRADE LEVEL

Opinions Concerning Permanent Substitutes To Work in a Group of Schools of Same Level	INSTRUCTIONAL LEVELS		
	Elementary (N=183)	Junior High (N=108)	Senior High (N=77)
Very Favorable	48.7%	52.8%	51.9%
Favorable	43.7	36.1	37.7
Unfavorable	6.0	7.4	5.2
Very Unfavorable	1.6	3.7	5.2



## GENERAL COMMENTS

This section summarizes comments reported most frequently in Part V of the "Questionnaire to On-call Substitute Teachers."

### Comments Made by Substitute Teachers

Over one-half of the 237 questionnaires from on-call substitute teachers contained written comments ranging in length from one sentence to more than a page. Generally the comments elaborated upon possible problem areas, (Part V of the questionnaire), which on-call substitutes felt presented particular problems in their teaching.

Most of the areas causing difficulty to the on-call substitute teachers in this study can be found in previous research, (Conners: 1927), (Lambert:1955), (Forcina:1958), (Polos:1963) and (Kozeluk: 1970). Lambert (1955:137) in his research concerning substitute teacher services in urban centers in the United States, listed the following items as being most problematic: (1) lack of adequate lesson plans; (2) shortness of advance notice; (3) lack of personal information on students; (4) failure to acquaint substitutes with special rules, schedules, and routines in particular schools; and (5) student behavior. All these areas were mentioned by the on-call substitutes in this study as having been problematic.

### Lesson Plans

Inadequate lesson plans or absence of lesson plans was the comment mentioned most frequently in this section. This reinforces





the high ranking accorded this item by the on-call substitutes in the analysis of the possible problem areas.

### Communication

Comments concerning communication covered many particular aspects:

(1) Short notice. This item was mentioned several times as presenting problems to the substitute teacher, as assignments are usually made in the morning giving little time for preparation. Substitutes mentioning this item also realized the difficulties involved in the assignment of on-call substitute teachers.

(2) Inadequate instructions. Substitutes felt that the regular teacher should leave specific directions for the substitute. Possibly a teacher does not want new material covered with the class, but would rather have the students review specific material, or do a particular assignment.

(3) Basic information. Written information should be left for the substitute teacher concerning the following: supervision duties or extra duties the substitute is expected to perform, students with special problems, and seating plans.

(4) Duration of substitution. Many substitutes felt that teachers when absent for several days should contact the substitute teacher. This was the second highest ranked problem area perceived by substitutes teaching at the elementary level. Several substitute teachers



mentioned the frustration of being moved to another school after only one day rather than continuing until the regular teacher returns.

(5) Feedback. A considerable number of substitute teachers expressed a desire to get "feedback" concerning their substitute assignments, especially from teachers if the assignment had lasted several days.

#### Term "Substitute"

Substitute teachers reported frequently that the term "substitute" hinders the teaching function. They also felt that regular classroom teachers could make the substitute teacher's job much easier by preparing their students for another teacher in the event of their absence.

#### Misassignment

This item was reported by elementary substitutes who specified that they wished to teach in primary grades and frequently found themselves assigned to grades five and six. Substitute teachers in the junior and senior high school situation mentioned the necessity of being assigned to a subject area in which they had some background.

#### Discipline

Discipline at the higher grades presented more of a problem as students felt that they should have a "free" period or study. This comment is supported by the analysis of possible problem areas, where substitutes in grades seven to twelve ranked this item as second in terms of presenting difficulty.



Pay

Many substitute teachers felt that the flat rate for substitute teaching was unfair as it did not take into account the variations in substitute teachers' qualifications and experience. Frequently it was mentioned that substitute teachers should receive 1/200th of the regular salary grid for each day they substitute.

Many substitute teachers expressed satisfaction with on-call substitute teaching as it did not require them to teach full-time and they could also select the days that they would be available.

## SUMMARY

The female substitute teachers represented four-fifths of the total urban on-call substitute teacher sample in the present study, and approximately one-quarter of the substitute teachers were under 25 years of age with a group mean age of 38.4 years and a group median age of 33.9 years. Over one-quarter of the substitute teachers had been enrolled as full-time university students within the last year, while 36 percent of the substitutes had completed a university credit course within the last year. A greater percentage of the urban on-call substitutes held a university degree and had professional certificates compared to the on-call substitute teachers in a provincial sample. A greater percentage of the urban on-call substitutes had less full-time and substitute teaching experience compared to the substitutes in the provincial sample.



The teaching functions and the possible problem areas were analyzed according to two primary variables, sex and grade levels in which substitutes taught. Generally, the female substitute teachers perceived themselves performing the listed functions to a greater degree than did the male substitute teachers. The elementary substitute teachers perceived themselves performing the teaching functions to a greater extent than did the substitutes teaching in the junior and senior high schools. The reverse situation occurred in the perception of the degree of difficulty associated with certain aspects of substitute teaching. The male substitute teachers and substitute teachers in grades seven through twelve perceived that the problem areas listed presented a greater degree of difficulty. Spearman correlation coefficients showed that significant association existed, at the .05 level or higher, between the rankings of possible problem areas when substitute teachers were grouped according to sex and grade levels taught.

Opinions concerning various types of substitute teacher services indicated that substitute teachers in this study agreed that: a body of permanently employed substitute teachers with full teacher privileges should be hired to work in the school system; the on-call substitute teachers should be assigned to work in a group of schools of the same grade level; and the substitute teacher should be trained in the regular teachers' area of specialization. In the elementary and the junior high school grades the greater percentage of substitute teachers perceived that a combination of on-call and internal substitution was the best method of providing for an absent teacher.





The percentage response of on-call substitute teachers indicating "no opinion", increased as the grade level increased.

Written comments generally elaborated upon items mentioned in the questionnaire. Emphasis was placed on the need for improved communication especially between the on-call substitute teacher and the regular classroom teacher.



## Chapter 4

### CHARACTERISTICS AND OPINIONS OF CLASSROOM TEACHERS

Data from the "Questionnaire to Classroom Teachers" are reported in this chapter. Personal and professional characteristics of the teachers and the demand for substitute teacher services are presented. Analysis is conducted on opinions, teaching functions, and possible problem areas. A summary of comments concerning substitute teacher services concludes the chapter.

#### PERSONAL AND PROFESSIONAL CHARACTERISTICS

Sex. The percentage of males in the teaching profession is increasing according to the Statistics Canada Report, *Salaries and Qualifications of Teachers in Public Elementary and Secondary Schools*, (1969:16). Data from the questionnaire indicated that 56 percent of the teachers were female and 44 percent were male. At the elementary level, 16 percent of the teachers were male, while 52 percent of the junior high teachers and 64 percent of the senior high teachers were male.

#### Years Post-Secondary Education

Over 78 percent of the teachers sampled had four or more years post-secondary education. The median and mean number of years post-secondary education for the teachers was 4.1 years. Teachers at the elementary level had a mean of 3.5 years post-secondary education, while teachers at the junior high and senior high school



levels had 4.2 years and 4.7 years post-secondary education respectively. These percentages compare very favorably with the percentages reported by Ratsoy (1969:15-21) for teachers in the "city districts" and for the total teacher population in Alberta. Table 4.1 summarizes the number of years post-secondary education of the total teacher population in Alberta, teachers in "city districts" of the province, and teachers in the present study.

#### Years of Teaching Experience

Ratsoy (1969:27) noted that in the past few years there has been a decrease in the median number of years teaching experience for teachers in Alberta. Ratsoy's study also indicated that the larger the school system, the lower the mean number of years teaching experience of the teachers. The mean number of years teaching experience of all teachers in the present study was 9.7. The mean number of years teaching experience of elementary teachers, junior high teachers, and senior high teachers was 9.8 years, 7.9 years, and 9.9 years respectively. Table 4.2 compares the number of years teaching experience of teachers in the province of Alberta, teachers in "city districts" of the province, and teachers in the present study.

#### DEMAND FOR SUBSTITUTE TEACHER SERVICES

This section describes the distribution of the teacher sample by grade levels, the number of different substitute teachers required in given period, the number of days substitute teachers were required in given period, the number of hours per month teachers provided



Table 4.1

PERCENTAGE FREQUENCY DISTRIBUTION OF NUMBER OF YEARS  
 OF POST-SECONDARY EDUCATION OF ALL TEACHERS  
 IN ALBERTA, TEACHERS IN CITY DISTRICTS  
 OF ALBERTA, AND TEACHERS IN  
 AN URBAN SAMPLE

Years of Post-Secondary Education	All Teachers in Alberta* (N=17,921)	Teachers in City Districts* (N=8,151)	Teachers in Urban Sample (N=1,406)
Five years and over	20.0%	25.7%	34.4%
Four years	30.9	35.1	43.8
Three years	11.9	10.5	9.5
Two years	19.7	17.6	8.7
One year or less	17.6	11.1	3.7

\* These figures are from Ratsoy (1969:15-21).





Table 4.2

PERCENTAGE FREQUENCY DISTRIBUTION OF NUMBER OF YEARS  
OF TEACHING EXPERIENCE OF ALL ALBERTA TEACHERS,  
TEACHERS IN CITY DISTRICTS, AND  
TEACHERS IN AN URBAN SAMPLE

Years of Teaching Experience	All Teachers in Alberta* (N=17,921)	Teachers in City Districts* (N=8,043)	Teachers in Urban Sample (N=1,406)
34 or more	3.6%	4.5%	2.5%
25 - 34	8.1	7.6	6.0
20 - 24	8.4	7.1	6.1
15 - 19	11.4	10.1	7.5
10 - 14	14.2	12.8	12.7
5 - 9	24.5	25.1	26.4
3 - 4	13.9	15.6	17.2
2	7.3	8.0	11.4
1	8.6	9.2	9.8
Median =	8.7	7.9	6.7

\* These figures are from Ratsoy (1969:27-29).



internal substitution, the number of teachers substituted for by internal substitution, and the frequency of internal substitution outside own subject area.

Grade level. Of the total sample of 1406 teachers, 522 taught in grades one to six, 228 taught in grades seven to nine, and 641 taught in grades ten to twelve. Fifteen teachers indicated that they taught subjects in a combination of grade levels, for example, grades one to nine and grades seven to twelve. The distribution of teachers by grade level is important as internal substitution was performed to a greater extent at the senior high school level, while over one-half of the on-call substitution was provided at the elementary school level.

#### Number of Different Substitute Teachers Required

In the period from September to December, 1970, an average of 1.6 different substitute teachers were required for each teacher sampled. Of the total sample, 60 percent of the teachers indicated that they had a substitute teacher take over their class. Over 35 percent of this teacher group required only one substitute teacher and 76 percent required three different substitute teachers or less. Of the teachers requiring substitution, 17 percent had five or more different substitute teachers take over their classes.

Analysis of the data showed that an average of 1.5 different substitute teachers were required for all teachers at the elementary and junior high school levels, and an average of 2.0 different



substitute teachers were required for all teachers at the senior high school level.

#### Number of Days Substitute Teacher Required

Eight hundred and thirty-seven teachers indicated that they required a substitute teacher in the period from September to December, 1970. The average number of days that a substitute teacher was required for this teacher group was 3.5 days. Over one-half of these teachers indicated that they required a substitute teacher for two days or less, and 23 percent indicated that they required a substitute teacher for five days or more.

Data showed that teachers at the elementary school level required substitute teachers for more days than did teachers at the junior or senior high school level. Teachers at the elementary level required substitution for an average of 2.7 days, while teachers at the junior high and senior high school level required substitution for an average of 2.0 days and 1.6 days respectively.

#### Hours Per Month of Internal Substitution Provided

Of the total teacher sample, 37 percent indicated that they had provided internal substitution in the period from September to December, 1970. Over 50 percent of the teachers providing internal substitution stated that they provided internal substitution for an average of two hours per month or less. Teachers providing internal substitution on the average of ten or more hours per month represented 11 percent of the teachers providing internal substitution.



Analysis of the data, by grade levels, showed that only 8 percent of the elementary teachers provided internal substitution in the given period and this group provided internal substitution for an average of 1.8 hours per month. At the junior high school level, 41 percent of the teachers provided internal substitution for an average of 3.0 hours per month. Over 62 percent of the teachers at the senior high school level provided internal substitution during the given period and this teacher group provided internal substitution for an average of 4.9 hours per month.

#### Number of Teachers Substituted for by Internal Substitution

Of the teachers providing internal substitution during the period from September to December, 1970, 18 percent indicated that they had substituted for one teacher, 19 percent had substituted for 2 teachers, 27 percent had substituted for three to four teachers, 24 percent had substituted for five to nine teachers and 12 percent had substituted for ten teachers or more.

Of the teachers providing internal substitution at the various grade levels, the elementary teachers substituted for an average of 1.9 different teachers, while teachers at the junior high and senior high school levels substituted for an average of 3.7 different teachers and 5.4 different teachers respectively.

#### Internal Substitution outside Own Subject Area

Of the teachers providing internal substitution, 72 percent indicated that they had substituted outside their own subject area





in the period from September to December, 1970. This represented 45 percent of the teacher providing internal substitution at the elementary level, 88 percent of the teachers providing internal substitution at the junior high school level, and 71 percent of the teachers providing internal substitution at the senior high school level. Table 4.3 shows the frequency of internal substitution outside own subject area for teachers at the elementary, junior high, and senior high school levels.

#### ANALYSIS OF TEACHING FUNCTIONS

This section concerns the analysis of on-call and internal teaching functions as perceived by classroom teachers, (Part II of the "Questionnaire to Teachers"). Primary analyses were conducted on the basis of sex, grade levels taught, number of different teachers internal substitution provided for in given period, and frequency of internal substitution outside own subject area. Secondary analyses were conducted according to the following variables: number of years post-secondary education; number of days had a substitute teacher in given period, and number of hours per month internal substitution required in given period. The secondary analyses are reported in Appendix H.

##### Sex

On-call substitution. Between male and female teacher groups



Table 4.3

PERCENTAGE FREQUENCY DISTRIBUTION OF THE EXTENT TO WHICH  
TEACHERS PERCEIVED THAT THEY WERE REQUIRED TO  
SUBSTITUTE OUTSIDE OWN SUBJECT AREA

Extent to Which Teachers' Perceived That They Were Required to Substitute Outside Own Area	GRADE LEVELS		
	Elementary (N=21)	Junior High (N=72)	Senior High (N=292)
Frequently	0.0%	23.6%	31.5
Commonly	0.0	20.8	21.2
Occasionally	23.8	20.8	20.5
Seldom	76.2	34.7	26.7



significant differences were noted in all but four functions: "Allow students to work either individually or in groups", "Use cumulative record cards to obtain information", "Become involved in events such as athletics", and "Participate in staff meetings." The male teacher mean score was significantly higher than the female teacher mean score for one function, "Allow students time to do own work in class."

The male and the female teacher groups perceived that on-call substitutes "Allow students time to do own work in class" and "Allow students to work either individually or in groups." In addition, the female teacher group perceived that on-call substitute teachers, "Teach lesson planned by regular teacher" and "Provide necessary discipline." Table 4.4 shows that both teacher groups perceived most functions, including "Teach new content" and "Review previous lesson content", were done to a relatively small extent.

Internal substitution. The female teacher mean scores were significantly higher than the male teacher mean scores for five functions: "Teach lesson planned by regular teacher"; "Provide discipline necessary for pupil learning"; "Use audio-visual aids, such as T.V., films"; "Become aware of physical disabilities of students"; and "Ask other teachers for information about students."

Male and female teachers perceived that internal substitute teachers perform the following functions to a considerable extent: "Allow students time to do own work in class", "Provide necessary discipline", and "Allow students to work either individually or in



Table 4.4

MEAN EXTENT TO WHICH MALE AND FEMALE TEACHERS PERCEIVE THAT  
ON-CALL SUBSTITUTES PERFORM SPECIFIED FUNCTIONS

On-call Substitution Functions Range of N	MEANS*		p	Percentage Response
	Male (305-371)	Female (466-572)		
1. Review previous lesson content.	1.55	1.76	.01	74.8
2. Teach new content.	1.70	2.06	.01	81.8
3. Teach lesson planned by regular teacher.	2.26	2.78	.01	87.7
4. Use variety of instructional methods.	1.72	1.91	.01	67.8
5. Allow students time to do own work in class.	3.28	2.97	.01	80.8
6. Provide discipline necessary for pupil learning.	2.37	2.65	.01	78.2
7. Allow students to work either individually or in groups.	2.67	2.61	.43	72.6
8. Use audio-visual aids such as T.V., films.	1.85	2.02	.01	74.3
9. Become aware of physical disabilities of students.	1.40	1.69	.01	62.0
10. Become aware of mental and emotional disabilities of students.	1.37	1.66	.01	62.5
11. Ask other teachers for information about students.	1.64	1.92	.01	68.0
12. Use cumulative record cards to obtain information.	1.24	1.33	.07	57.6
13. Report progress to regular teacher upon his/her return.	1.94	2.27	.01	83.4
14. Become involved in events such as athletics, drama, concerts.	1.18	1.24	.10	61.4
15. Participate in staff meetings.	1.41	1.33	.18	66.2

\* Measured by Teacher Questionnaire, Part 2,  
(1=Small Extent; 4=Large Extent).





groups." Table 4.5 shows that for most functions performed by internal substitute teachers, the female teacher mean scores were higher than the male teacher mean scores.

The male and the female teacher groups perceived that internal substitute teachers performed most of the listed functions to a greater extent than did the on-call substitute teachers. However, the functions "Teach new content" and "Review previous content," were perceived to be performed to a relatively small extent by both on-call and internal substitute teachers.

### Grade Levels

On-call substitution. There were significant differences observed between the perceptions of teachers, grouped according to grade levels, for all functions performed by on-call substitute teachers except one, "Participate in staff meetings." The elementary teacher group mean scores were significantly higher than the mean scores of junior and senior high school teacher groups for all functions except "Allow students time to do own work in class", "Allow students to work either individually or in groups", "Use cumulative record cards", and "Participate in staff meetings." The junior high school teacher group mean scores were significantly higher than the mean scores of the senior high school teacher group for the functions, "Review previous lesson content", "Teach new content", "Teach lesson planned by regular teacher", "Become aware of physical disabilities of students", "Ask other teachers for information about students",



Table 4.5

MEAN EXTENT TO WHICH MALE AND FEMALE TEACHERS PERCEIVE THAT  
INTERNAL SUBSTITUTES PERFORM SPECIFIED FUNCTIONS

Internal Substitution Functions Range of N	MEANS*		p	Percentage Response
	Male (377-413)	Female (260-290)		
1. Review previous lesson content.	1.86	1.82	.58	79.7
2. Teach new content.	1.97	2.08	.16	82.6
3. Teach lesson planned by regular teacher.	2.49	2.70	.01	85.6
4. Use variety of instructional methods.	2.19	2.27	.40	74.1
5. Allow students time to do own work in class.	3.21	3.17	.61	87.8
6. Provide discipline necessary for pupil learning.	3.13	3.26	.03	85.7
7. Allow students to work either individually or in groups.	3.98	3.05	.29	83.3
8. Use audio-visual aids such as T.V., films.	2.23	2.49	.01	79.0
9. Become aware of physical disabilities of students.	2.11	2.36	.01	72.5
10. Become aware of mental and emotional disabilities of students.	2.10	2.23	.11	72.6
11. Ask other teachers for information about students.	2.26	2.56	.01	77.0
12. Use cumulative record cards to obtain information.	1.81	1.97	.07	68.4
13. Report progress to regular teacher upon his/her return.	2.75	2.83	.33	85.7

\* Measured by Teacher Questionnaire Part 2,  
(1=Small Extent; 4=Large Extent).



and "Report progress to regular teacher upon his/her return." The senior high school teacher group mean scores were significantly higher than the group mean perception scores of the other teacher groups for the function, "Allow students time to do own work in class", and significantly higher than the junior high school teacher group for the function, "Allow students to work either individually or in groups."

Table 4.6 shows that the elementary teacher group perceived that on-call substitute teachers perform most of the functions to a greater extent than was perceived by either the junior high school teacher group or the senior high school teacher group. Teachers at the junior high school perceived that on-call substitute teachers performed all but four functions to a greater extent than was perceived by teachers at the senior high school level.

Internal substitution. There were significant differences noted between the perceptions of teachers when grouped according to grade level, for all functions performed by internal substitute teachers except "Allow students time to do own work in class", and "Allow students to work either individually or in groups." The elementary teacher group mean scores were significantly higher than the group mean scores of the other teacher groups for the functions, "Teach new content", "Teach lesson planned by regular teacher", and "Use audio-visual aids such as T.V., films." The elementary teacher group mean scores were significantly higher than the mean scores of the senior high school teacher group for all functions except, "Allow students time to do own work in class", "Provide necessary discipline", and "Allow students



Table 4.6

MEAN EXTENT TO WHICH TEACHERS (CLASSIFIED BY GRADE LEVELS) PERCEIVE  
THAT ON-CALL SUBSTITUTES PERFORM SPECIFIED FUNCTIONS

On-call Substitution Functions	MEANS*			p	Percentage Response
	Grade Levels				
	G 1-6 (318-416)	G 7-9 (120-164)	G 10-12 (281-362)		
Range of N					
1. Review previous lesson content.	1.98	1.57	1.34	.01	74.8
2. Teach new content.	2.30	1.79	1.53	.01	81.8
3. Teach lesson planned by regular teacher.	3.07	2.38	2.09	.01	87.7
4. Use variety of instructional methods.	2.17	1.66	1.56	.01	67.8
5. Allow students time to do own work in class.	2.87	3.11	3.33	.01	80.8
6. Provide discipline necessary for pupil learning.	2.69	2.32	2.45	.01	78.2
7. Allow students to work either individually or in groups.	2.59	2.53	2.73	.04	72.6
8. Use audio-visual aids such as T.V., films.	2.23	1.72	1.73	.01	74.3
9. Become aware of physical disabilities of students.	1.83	1.55	1.33	.01	62.0
10. Become aware of mental and emotional disabilities of students.	1.79	1.45	1.33	.01	61.5
11. Ask other teachers for information about students.	2.07	1.77	1.57	.01	68.0
12. Use cumulative record cards to obtain information.	2.36	1.33	1.22	.05	57.6
13. Report progress to regular teacher upon his/her return.	2.38	2.15	1.87	.01	83.4
14. Become involved in events such as athletics, drama, concerts.	1.30	1.17	1.15	.01	61.4
15. Participate in staff meetings.	1.38	1.37	1.34	.80	66.2

\* Measured by Teacher Questionnaire, Part 2,  
(1=Small Extent; 4=Large Extent).





to work either individually or in groups." The junior high school teacher group mean scores were significantly higher than the mean scores of the senior high school teacher group for all functions except, "Review previous lesson content", "Allow students time to do own work in class", and "Allow students to work either individually or in groups," A comparison of the group mean perception scores for teachers at the elementary, junior high and senior high school levels is presented in Table 4.7.

Teachers at the elementary and junior high school levels perceived that the internal substitute teachers performed all the listed functions to a greater extent than did the on-call substitute teachers. Teachers at the senior high school level perceived that the internal substitute teachers performed the functions to a greater extent than did the on-call substitute teachers, except for one, "Allow students time to do own work in class."

#### Number of Different Teachers Substituted for in Given Period

Internal substitution. Teachers indicating that they provided internal substitution for another staff member in the period from September to December, 1970, were grouped according to the number of different teachers they were required to provide internal substitution for in the given period. The group mean scores for teacher substituting for ten or more teachers were generally lower



Table 4.7

MEAN EXTENT TO WHICH TEACHERS (CLASSIFIED BY GRADE LEVELS)  
PERCEIVE THAT INTERNAL SUBSTITUTES PERFORM  
SPECIFIED FUNCTIONS

Internal Substitution Functions	MEANS*			p	Percentage Response
	Grade Levels				
	G 1-6	G 7-9	G 10-12		
Range of N	(88-108)	(86-108)	(392-506)		
1. Review previous lesson content.	2.21	1.95	1.73	.01	79.7
2. Teach new content.	2.55	2.14	1.86	.01	82.6
3. Teach lesson planned by regular teacher.	3.14	2.79	2.41	.01	85.6
4. Use variety of instructional methods.	2.75	2.44	2.06	.01	74.1
5. Allow students time to do own work in class.	3.08	3.16	3.23	.33	87.8
6. Provide discipline necessary for pupil learning.	3.20	3.39	3.14	.01	85.7
7. Allow students to work either individually or in groups.	3.05	3.06	2.99	.70	83.3
8. Use audio-visual aids such as T.V., films.	2.98	2.59	2.15	.01	79.0
9. Become aware of physical disabilities of students.	2.79	2.85	1.92	.01	72.5
10. Become aware of mental and emotional dis- abilities of students.	2.75	2.74	1.88	.01	72.6
11. Ask other teachers for information about students.	2.94	2.97	2.15	.01	77.0
12. Use cumulative record cards to obtain information.	2.18	2.42	1.68	.01	68.4
13. Report progress to regular teacher upon his/her return.	3.10	3.12	2.63	.01	85.7

\* Measured by Teacher Questionnaire, Part 2,  
(1=Small Extent; 4=Large Extent).



than the group mean scores of other teacher groups. Teachers providing internal substitution for ten or more teachers had significantly lower group mean scores than teacher groups providing internal substitution for less than three teachers, for the functions, "Review previous lesson content", "Teach new content", "Teach lesson planned by regular teacher", and "Report progress to regular teacher upon his/her return." The functions, "Allow students time to do own work in class", "Provide necessary discipline", and "Allow students to work either individually or in groups," were perceived by all teacher groups as being performed to a considerable extent.

Table 4.8 shows the mean scores for internal substitution when teachers were grouped according to number of teachers requiring internal substitution. For most functions, the group mean scores of teachers decreased as the number of teachers requiring internal substitution increased.

#### Frequency of Internal Substitution outside Own Area

Internal substitution. Teachers providing internal substitution in the period from September to December, 1970 were grouped according to frequency of internal substitution outside their own subject area. The mean scores for teachers required to provide internal substitution outside their own subject area frequently were lower than the mean scores of other teachers for all functions



Table 4.8

MEAN EXTENT TO WHICH TEACHERS, (CLASSIFIED BY NUMBER OF DIFFERENT TEACHERS SUBSTITUTED FOR)  
PERCEIVE THAT INTERNAL SUBSTITUTES PERFORM SPECIFIED FUNCTIONS

Internal Substitution Functions	MEANS*					Percentage Response
	Number of Different Teachers Substituted for					
	1	2	3-5	6-9	10 & over	
Range of N	(51-61)	(60-77)	(136-157)	(60-84)	(47-61)	
1. Review previous lesson content.	2.16	1.99	1.79	1.57	1.49	.01 84.1
2. Teach new content.	2.29	2.31	1.91	1.69	1.56	.01 85.2
3. Teach lesson planned by regular teacher.	2.64	2.93	2.60	2.29	2.21	.01 87.3
4. Use variety of instructional methods.	2.25	2.38	2.14	2.03	1.86	.06 77.5
5. Allow students time to do own work in class.	3.14	3.03	3.27	3.08	3.29	.27 93.0
6. Provide discipline necessary for pupil learning.	3.07	3.32	3.30	3.05	3.03	.04 89.6
7. Allow students to work either individually or in groups.	3.09	2.93	2.99	2.95	3.00	.87 87.5
8. Use audio-visual aids such as T.V., films.	2.41	2.47	2.22	1.93	2.11	.01 82.6
9. Become aware of physical disabilities of students.	2.28	2.26	2.16	2.03	1.84	.15 72.9
10. Become aware of mentan and emotional disabilities of students.	2.14	2.22	2.11	1.87	1.80	.10 73.3





Table 4.8 (continued)

Internal Substitution Functions	MEANS*					Percentage Response
	Number of Different Teachers Substituted for					
	1 (51-61)	2 (60-77)	3-5 (136-157)	6-9 (60-84)	10 & over (47-61)	
Range of N						p
11. Ask other teachers for information about students.	2.31	2.43	2.40	2.14	1.83	.01 80.3
12. Use cumulative record cards to obtain information.	1.74	1.83	1.74	1.67	1.70	.92 70.3
13. Reporting progress to regular teacher upon his/her return.	1.98	2.95	2.79	2.49	2.27	.01 87.5

\* Measured by Teacher Questionnaire, Part 2, (1=Small Extent; 4=Large Extent).



except "Allow students time to do own work in class", "Provide necessary discipline", and "Allow students to work either individually or in groups." Teachers frequently substituting outside their own subject area had significantly lower group mean scores compared to teachers who were never required to substitute outside their own subject area, for the following functions: "Review previous lesson content"; "Teach new content"; "Teach lesson planned by regular teacher"; "Use a variety of instructional methods"; "Use audio-visual aides such as T.V., films"; "Ask other teachers for information about students"; and "Report progress to regular teacher upon his/her return"; and significantly lower mean scores compared to teachers seldom required to provide substitution outside own subject area, for the functions, "Review previous lesson content", and "Teach new content." In general, Table 4.9 shows that the more frequently internal substitution is provided outside the teacher's subject area, the lower the group mean score for most functions.



Table 4.9

MEAN EXTENT TO WHICH TEACHERS, (CLASSIFIED BY FREQUENCY OF SUBSTITUTION OUTSIDE OWN AREA) PERCEIVE THAT INTERNAL SUBSTITUTES PERFORM SPECIFIED FUNCTIONS

Internal Substitution Functions	MEANS*					Per-centage Response
	Frequency of Substitution outside Own Area					
	Frequently (75-98)	Commonly (53-66)	Occasionally (57-69)	Seldom (66-79)	Never (346-405)	
Range of N						
1. Review of previous lesson content.	1.45	1.52	1.75	1.87	1.99	.01 79.7
2. Teach new content.	1.57	1.57	1.81	1.95	2.23	.01 82.6
3. Teach lesson planned by regular teacher.	2.17	2.40	2.54	2.53	2.71	.01 85.6
4. Use variety of instructional methods.	1.78	2.10	2.02	2.18	2.38	.01 74.1
5. Allow students time to do own work in class.	3.35	3.32	3.00	3.11	3.19	.10 87.8
6. Provide discipline necessary for pupil learning.	3.26	3.17	2.19	3.04	3.20	.55 85.7
7. Allow students to work either individually or in groups.	3.11	3.06	2.91	2.81	3.04	.16 83.3
8. Use audio-visual aids such as T.V., films.	2.00	2.11	2.05	2.04	2.56	.01 79.0
9. Become aware of physical disabilities of students.	2.09	2.00	2.06	2.21	2.29	.21 72.5



Table 4.9 (continued)

Internal Substitution Functions	MEANS*					Per-centage Response
	Frequency of Substitution outside Own Area					
	Frequently (75-98)	Commonly (53-66)	Occasionally (57-69)	Seldom (66-79)	Never (346-405)	
Range of N						
10. Become aware of mental and emotional disabilities of students.	1.97	2.00	2.04	1.98	2.26	.05 72.6
11. Ask other teachers for information about students.	1.92	2.41	2.19	2.36	2.52	.01 77.0
12. Use cumulative record cards to obtain information.	1.69	1.73	1.80	1.84	1.96	.25 68.4
13. Reporting progress to regular teacher upon his/her return.	2.42	2.43	2.89	2.66	2.92	.01 85.7

\* Measured by Teacher Questionnaire, Part 2, (1=Small Extent; 4=Large Extent).





## ANALYSIS OF PROBLEM AREAS

This section concerns the analysis of possible problem areas, as assessed in Part III of the "Questionnaire to Teachers."

Primary analyses were conducted on the basis of sex, grade levels, number of different teachers substituted for in given period, and frequency of substitution outside own subject area. Secondary analyses were conducted on the same variables as the secondary analyses of teaching functions and are reported in Appendix I.

Sex

On-call substitution. The two highest ranking problem areas perceived by male and female teachers concerning on-call substitution were, "Not having same substitute if absent more than one day", and "Written report of completed work was not left by substitute."

Analysis of possible problem areas, Table 4.10, indicated that the male mean difficulty scores were higher than the female mean difficulty scores for all areas, and significantly higher in four areas: "Not having the same substitute if absent more than one day", "Written report of completed work was not left by substitute", "Failure of substitute to assume extra duties of regular teacher", and "Lesson plan was not followed." The Spearman correlation coefficient showed that a positive association existed between male and female teacher rankings of possible problem areas, but not at a significant level.



Table 4.10

RANKS AND SPEARMAN CORRELATION COEFFICIENT OF MEAN EXTENT TO  
WHICH MALE AND FEMALE TEACHERS PERCEIVE EXISTENCE OF  
SPECIFIED PROBLEMS OF ON-CALL SUBSTITUTE TEACHING

On-call Substitution Possible Problem Areas Range of N	Male		Female		p
	Means*	Rank	Means*	Rank	
	(117-155)		(423-438)		
1. Not having same substitute if absent more than one day.	2.24	1	1.97	1	.03
2. Written report of completed work was not left by substitute.	2.21	2	1.97	1	.02
3. Failure of substitute to assume extra duties of regular teacher.	1.99	3	1.65	5	.01
4. Lesson plan was not followed.	1.95	4	1.77	3	.04
5. Failure of substitute teacher to contact regular teacher if absent over a period of time.	1.83	5	1.68	4	.29
-----					
Spearman Correlation Coefficient .675					
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\* Measured by Teacher Questionnaire, Part 3,  
(1=Small Extent; 4=Large Extent).



Internal substitution. The three highest ranking problem areas of internal substitution perceived by male and female teachers were, "Not familiar with the progress of the class", "Short notice", and "Required preparation periods are used."

Analysis of possible problem areas, Table 4.11, showed that male mean difficulty scores were significantly lower for the areas, "No seating plan left by regular teacher", and "Attitude of students." The Spearman correlation coefficient showed that a positive association existed, at the .01 level, between the rankings of problem areas by male and female teachers.

The male and the female teachers perceived that the majority of problem areas associated with internal substitution presented a greater degree of difficulty than the problem areas associated with on-call substitution.

#### Grade Levels

On-call substitution. The three highest ranking problem areas of on-call substitution perceived by elementary and junior high teacher groups were, "Not having the same substitute if absent more than one day", "Written report of completed work was not left by substitute", and "Lesson plan was not followed." Teachers at the senior high level perceived the areas, "Not having same substitute if absent more than one day", "Written report of completed work was not left by substitute", and "Failure of the substitute to assume extra duties of the regular teacher", as being the three highest ranking problem areas.



Table 4.11

RANKS AND SPEARMAN CORRELATION COEFFICIENT OF MEAN EXTENT TO  
WHICH MALE AND FEMALE TEACHERS PERCEIVE EXISTENCE OF  
SPECIFIED PROBLEMS OF INTERNAL SUBSTITUTION

Internal Substitution Possible Problem Areas Range of N	Male		Female		p
	Means*	Rank	Means*	Rank	
	(215-303)		(170-210)		
1. Not familiar with the progress of the class.	2.62	1	2.53	3	.37
2. Short notice.	2.56	2	2.61	1	.65
3. Required preparation periods are used.	2.49	3	2.56	2	.55
4. Lessons are outside teacher's area of preparation.	2.37	4	2.31	5	.58
5. No lesson plan left by regular teacher.	2.29	5	2.35	4	.52
6. No seating plan left by regular teacher.	1.76	6	1.96	7	.04
7. Attitude of students.	1.71	7	1.89	6	.03
8. Class size is increased to provide for absent teacher.	1.40	8	1.46	8	.51
Spearman Correlation Coefficient .881**					

\* Measured by Teacher Questionnaire, Part 3,  
(1=Small Extent; 4=Large Extent).

\*\* Significant at the .01 level.





Analysis of the possible problem areas, Table 4.12, indicated that there were significant differences between teacher group perception scores for all problem areas. The elementary teachers' mean difficulty scores were significantly lower than the junior high and the senior high teachers' mean difficulty scores for the problem areas, "Not having the same substitute if absent more than one day", "Written report of completed work was not left by substitute", "Lesson plan was not followed", and "Failure of substitute to assume extra duties of regular teacher." At the junior high school level, the teachers' mean difficulty scores were lower than at the senior high level for all problem areas except, "Lesson plan was not followed." Spearman correlation coefficients showed that a positive association existed between group rankings of possible problem areas but not at a significant level.

Internal substitution. The three highest ranking problem areas of internal substitution perceived by all teacher groups concerned short notice of internal substitution, required use of preparation periods, and lack of familiarity with progress of the class.

Analysis of possible problem areas, Table 4.13, indicates that there were significant differences between teacher groups for all problem areas except, "Attitude of students." The junior high teachers' mean difficulty scores were significantly higher than the elementary teachers' mean difficulty scores for all problem areas except, "Class size has to be increased to provide for absent teacher", and "Attitude of students." The junior high teachers' mean difficulty scores were significantly higher than the senior high teachers' mean



Table 4.12

RANKS AND SPEARMAN CORRELATION COEFFICIENTS OF MEAN EXTENT TO WHICH TEACHERS (CLASSIFIED BY GRADE LEVELS), PERCEIVE EXISTENCE OF SPECIFIED PROBLEMS OF ON-CALL SUBSTITUTE TEACHING

On-call Substitution Possible Problem Areas	GRADE LEVELS						p
	G 1-6		G 7-9		G 10-12		
	Means*	Rank	Means*	Rank	Means*	Rank	
Range of N	(256-353)		(79-115)		(96-122)		
1. Not having the same sub- stitute if absent more than one day.	1.89	1	2.04	3	2.45	1	.01
2. Written report of completed work was not left by substitute.	1.87	2	2.20	1	2.37	2	.01
3. Lesson plan was not followed.	1.67	3	2.08	2	2.01	4	.01
4. Failure of the substitute teacher to contact regular teacher if absent over a period of time.	1.57	4	1.88	5	1.98	5	.02
5. Failure of the substitute to assume extra duties of the regular teacher.	1.52	5	1.97	4	2.25	3	.01
<hr/>							
Spearman Correlation Coefficients		G 1-6		G 7-9		G 10-12	
		G 1-6		.600		.700	
		G 7-9				.500	

\* Measured by Teacher Questionnaire, Part 3, (1=Small Extent; 4=Large Extent).



Table 4.13

RANKS AND SPEARMAN CORRELATION COEFFICIENTS OF MEAN EXTENT TO WHICH TEACHERS (CLASSIFIED BY GRADE LEVELS), PERCEIVE EXISTENCE OF SPECIFIED PROBLEMS OF INTERNAL SUBSTITUTION

Internal Substitution Possible Problem Areas	GRADE LEVELS						p
	G 1-6		G 7-9		G 10-12		
	Means*	Rank	Means*	Rank	Means*	Rank	
Range of N	(33-39)		(68-86)		(274-386)		
1. Short notice.	2.47	1	3.06	1	2.48	2	.01
2. Required preparation periods are used.	2.24	2	2.96	2	2.45	3	.01
3. Not familiar with the progress of the class.	2.05	3	2.61	3	2.62	1	.01
4. Class size is increased to provide for absent teacher.	2.90	4	1.69	8	1.30	8	.01
5. Lessons are outside teacher's area of preparation.	1.66	5	2.46	4	2.39	4	.01
6. No lesson plan left by regular teacher.	1.66	5	2.35	5	2.37	5	.01
7. No seating plan left by regular teacher.	1.50	7	2.04	6	1.83	6	.04
8. Attitude of students.	1.49	8	1.77	7	1.82	7	.12

Spearman Correlation Coefficients		G 1-6	G 7-9	G 10-12
	G 1-6		.757**	.686**
	G 7-9			.929***

\* Measured by Teacher Questionnaire, Part 3, (1=Small Extent; 4=Large Extent).

\*\* Significant at the .05 level.

\*\*\* Significant at the .01 level.



difficulty scores for the problem areas, "Short notice", "Required preparation periods are used", and "Class size is increased to provide for absent teacher." The Spearman correlation coefficient showed that a positive association existed, at the .05 level, between the rankings of possible problem areas by the elementary teachers and the junior and the senior high teachers, and, at the .01 level, between the rankings of the junior high teachers and the senior high teachers.

Teachers at the junior high level perceived that most problem areas associated with internal substitution caused more difficulty than the problem areas associated with on-call substitution. Elementary and senior high teachers perceived that some problem areas associated with internal substitution presented a greater degree of difficulty than the problem areas associated with on-call substitution.

#### Number of Different Teachers Substituted for in Given Period

Internal substitution. Teachers were grouped according to the number of different teachers they provided internal substitution for in the period from September to December, 1970. The highest ranking problem area perceived by teacher groups providing internal substitution for two or fewer different teachers was, "Required preparation periods are used."

The highest ranking problem area perceived by teacher groups providing internal substitution for more than three different teachers was, "Not familiar with the progress of the class."

Analysis of possible problem areas, Table 4.14, indicated that the mean difficulty scores for teachers providing internal





RANKS AND SPEARMAN CORRELATION COEFFICIENTS OF MEAN EXTENT TO WHICH TEACHERS (CLASSIFIED BY NUMBER OF DIFFERENT TEACHERS SUBSTITUTED FOR IN GIVEN PERIOD), PERCEIVE EXISTENCE OF SPECIFIED PROBLEMS OF INTERNAL SUBSTITUTE TEACHING

Internal Substitution Possible Problem Areas											
NUMBER OF DIFFERENT TEACHERS SUBSTITUTED FOR											
Range of N	1		2		3-5		6-9		10 and over		p
	Means* Rank (55-76)	Rank	Means* Rank (74-84)	Rank	Means* Rank (127-156)	Rank	Means* Rank (61-84)	Rank	Means* Rank (33-62)	Rank	
1. Required preparation periods are less.	2.59	1	2.52	1	2.62	3	2.51	4	2.19	5	.26
2. Short notice.	2.46	2	2.47	2	2.65	2	2.79	2	2.43	4	.23
3. Not familiar with the progress of the class.	2.03	3	2.31	3	2.67	1	2.86	1	2.97	1	.01
4. Lessons are outside teacher's area of preparation.	1.93	4	1.91	5	2.26	5	2.77	3	2.95	2	.01
5. No lesson plan left by regular teacher.	1.82	5	2.11	4	2.35	4	2.46	5	2.87	3	.01
6. No seating plan left by regular teacher.	1.69	6	1.46	7	1.87	6	2.00	6	2.13	6	.01
7. Attitude of students.	1.64	7	1.73	6	1.76	7	1.90	7	1.92	7	.33
8. Class size is increased to provide for absent teacher.	1.55	8	1.41	8	1.44	8	1.26	8	1.30	8	.42
-----											
Spearman Correlation Coefficients											
1	2		3-5		6-9		10 and over				
1	.953***		.881***		.844***		.620				
2			.881***		.762**		.572				
3-5					.929***		.786**				
6-9							.881***				

\* Measured by Teacher Questionnaire, Part 3, (1=Small Extent; 4=Large Extent).

\*\* Significant at the .05 level.

\*\*\* Significant at the .01 level.



substitution for ten or more different teachers were significantly higher than the mean difficulty scores for teachers providing internal substitution for two or fewer different teachers, for the problem areas, "Not familiar with the progress of the class", "Lessons are outside teacher's area of preparation", "No lesson plan left by regular teacher", and "No seating plan left by regular teacher."

Spearman correlation coefficients showed that a significant positive correlation existed, at the .05 level or higher, between group rankings of problem areas, except the teacher groups substituting for two or fewer different teachers and the teacher group substituting for ten or more different teachers.

#### Frequency of Substitution outside Own Subject Area

Internal substitution. Teachers were grouped according to the frequency of internal substitution required outside their own subject area. The two highest ranking problem areas perceived by teachers required to provide internal substitution outside their own subject area frequently or commonly were, "Lessons are outside teachers area of preparation", and "Not familiar with the progress of the class." The highest ranking problem areas perceived by teachers never providing internal substitution outside own subject area were, "Required preparation periods are used", and "Short notice." For most problem areas, the group mean difficulty scores of teachers providing internal substitution outside their own area frequently or commonly were higher than the group mean difficulty scores for teachers providing internal substitution outside their own area occasionally, seldom, or never.



Analysis of the possible problem areas, Table 4.15, indicated that teachers providing internal substitution outside own subject area, frequently or commonly, had significantly higher group mean difficulty scores than teachers never providing internal substitution outside their own area, for the problem areas, "Lessons are outside teachers area of preparation", "Not familiar with the progress of the class", "No lesson plan left by regular teacher", "No seating plan left by regular teacher", and "Attitude of students."

Spearman correlation coefficients showed that positive correlations existed between group rankings of possible problem areas, at the .05 level or higher, for all groups, except between teachers substituting frequently or commonly outside their own area and teachers never substituting outside their own area, and between teachers substituting frequently outside their own area and teachers substituting occasionally outside their own area.

## OPINIONS

Opinions concerning various types of substitute teacher service, as assessed in Part IV of the "Questionnaire to Teachers", are examined in this section.

### Permanent Substitute Teachers

The classroom teachers were asked to respond to the question, "Do you feel that a body of permanently employed substitute teachers with full teacher privileges should be hired to work in the school system?" Over 75 percent of the 1,406 teachers indicated "yes."



Table 4.15

RANKS AND SPEARMAN CORRELATION COEFFICIENTS OF MEAN EXTENT TO WHICH TEACHERS  
(CLASSIFIED BY FREQUENCY OF SUBSTITUTION OUTSIDE OWN AREA), PERCEIVE  
EXISTENCE OF SPECIFIED PROBLEMS OF INTERNAL SUBSTITUTE TEACHING

Internal Substitution Possible Problem Areas		FREQUENCY OF SUBSTITUTION OUTSIDE OWN AREA										p
		Frequently Means* Rank (79-91)	Commonly Means* Rank (60-71)		Occasionally Means* Rank (62-70)		Seldom Means* Rank (91-102)		Never Means* Rank (139-184)			
Range of N												
1. Lessons are outside teacher's area of preparation.		3.16	1	3.01	1	2.56	3	1.98	5	1.56	7	.01
2. Not familiar with the progress of the class		2.93	2	2.99	2	2.52	4	2.54	1	2.28	3	.01
3. No lesson plan left by regular teacher.		2.84	3	2.47	5	2.13	5	2.24	4	2.08	4	.01
4. Short notice.		2.69	4	2.74	3	2.62	2	2.53	2	2.47	2	.43
5. Required preparation periods are used.		2.48	5	2.60	4	2.63	1	2.37	3	2.55	1	.69
6. No seating plan left by regular teacher.		2.08	6	2.25	6	1.71	6	1.76	6	1.65	6	.01
7. Attitude of students.		1.95	7	2.03	7	1.63	7	1.71	7	1.69	5	.02
8. Class size is increased to provide for absent teacher.		1.36	8	1.29	8	1.34	8	1.44	8	1.53	8	.41
-----												
Spearman Correlation Coefficients		Frequently	Commonly		Occasionally		Seldom		Never			
			.929***		.620		.691***		.262			
					.786**		.762**		.381			
							.786**		.739**			
									.810**			

\* Measured by Teacher Questionnaire, Part 3, (1=Small Extent; 4=Large Extent).

\*\* Significant at the .05 level.

\*\*\* Significant at the .01 level.





Analysis of teacher responses showed that 82 percent of the elementary teachers, 84 percent of the junior high teachers and 69 percent of the senior high teachers were in favor of establishing a body of permanently employed substitute teachers with full teacher privileges.

#### Type of Substitute Teacher Service by Grade Level

The teachers were asked to indicate the type of substitute teacher service they perceived as being the most effective for the grade levels in their school. Table 4.16, shows that at the elementary and junior high levels, the greater percentage of teachers perceived that on-call substitution provided the best "teaching-learning" situation. The greater percentage of teachers at the senior high level perceived that internal substitution provided the best "teaching-learning" situation. The percentage response of teachers perceiving that on-call substitution and "mostly on-call, some internal substitution" was the best method, decreased as the grade levels increased, while the percentage responses of internal substitution and "mostly internal, some on-call substitution," increased as the grade levels increased.

#### Permanent Substitutes to Work in Group of Schools

Teachers were asked to give their opinions concerning the employment of a body of permanent substitutes to work in a group of schools of the same grade level. Over 75 percent of the teachers were in favor of this idea.

Table 4.17, indicates the percentage response of teachers by grade level. Analysis showed that 52 percent of the elementary



Table 4.16

PERCENTAGE FREQUENCY DISTRIBUTION OF TEACHER OPINIONS  
CONCERNING THE DESIRABILITY OF VARIOUS TYPES OF  
SUBSTITUTE TEACHER SERVICE

Type of Substitute Teacher Service	INSTRUCTIONAL LEVEL		
	Elementary (N=502)	Junior High (N=232)	Senior High (N=632)
Internal Substitution	12.4%	19.0%	33.2%
Mostly Internal, Some On-call	10.1	22.8	32.9
Mostly On-call, Some Internal	24.1	21.1	14.7
On-call Substitution	46.6	31.0	14.8
No Opinion	6.8	6.1	4.4



Table 4.17

PERCENTAGE FREQUENCY DISTRIBUTION OF TEACHER OPINIONS CONCERNING  
THE EMPLOYMENT OF PERMANENT SUBSTITUTES TO WORK IN A  
GROUP OF SCHOOLS OF SAME GRADE LEVEL

Opinions concerning Permanent Substitutes to Work in a Group of Schools of Same Level	INSTRUCTIONAL LEVELS		
	Elementary (N=462)	Junior High (N=215)	Senior High (N=554)
Very Favorable	51.7%	45.1%	33.6%
Favorable	41.6	45.6	42.1
Unfavorable	5.2	4.7	14.8
Very Unfavorable	1.5	4.7	9.6



teachers, 45 percent of the junior high teachers, and 34 percent of the senior high teachers, felt that this was a very favorable idea. Teachers feeling that this was an unfavorable practice represented 8 percent of the elementary teachers, 9 percent of the junior high teachers, and 24 percent of the senior high teachers.

#### Substitutes Trained in Regular Teacher's Area

Teachers were asked the question, "Should teachers providing substitution be trained in the regular teacher's area of specialization?" Teachers feeling that this was essential represented 28 percent, while 60 percent felt it was preferable, 10 percent felt it was not necessary, and 3 percent were undecided on the question.

Table 4.18 indicates the percentage response of teachers by grade level. Teachers at the junior and senior high school level felt that this was more essential than did the teachers at the elementary level. Analysis showed that 35 percent of the senior high teachers, 34 percent of the junior high teachers, and 16 percent of the elementary teachers felt that this practice was essential.

#### GENERAL COMMENTS

This section contains comments made most frequently in Part IV, question 5, of the "Questionnaire to Teachers." Approximately one-third of 1,406 teachers reported in the general comments section of the questionnaire. The comments are summarized by grade level.





Table 4.18

PERCENTAGE FREQUENCY DISTRIBUTION OF TEACHER OPINIONS CONCERNING  
DESIRABILITY OF SUBSTITUTE TEACHER BEING TRAINED IN  
REGULAR TEACHER'S AREA OF SPECIALIZATION

Opinions concerning Substitute Being Trained in Regular Teacher's Area	INSTRUCTIONAL LEVELS		
	Elementary (N=502)	Junior High (N=223)	Senior High (N=620)
Yes, Essential	15.7%	34.1%	35.3%
Yes, Preferable	67.7	56.1	54.4
Not Necessary	13.7	7.6	7.7
Undecided	2.8	2.2	2.6



Comments Made by Senior High School Teachers

On-call substitution. Almost all teachers commented that on-call substitute teachers were only necessary in cases of long term teacher absence. In absences involving several days, teachers felt that it was necessary to have the same substitute teacher for the duration. This item was ranked highest in the on-call possible problem areas, Table 4.14, by teachers at the senior high school level.

For effective on-call substitution at this level, teachers felt that it was necessary for substitutes to know the particular subject matter. Many teachers felt that the establishment of a body of permanent substitutes was a good idea as this would allow better selection, training, and placement of on-call substitute teachers. In the specialized subject areas, teachers perceived that a body of permanent substitutes would be better than present internal substitution, as teachers providing internal substitution in specialized areas are frequently outside their area of preparation.

Internal substitution. The teachers perceived that internal substitution was the best method and it was most effective when provided by teachers in the same subject area. However, most teachers felt that there were several problems involved in the present method of internal substitution. The problems mentioned most frequently were:



(1) Loss of preparation time. Many teachers felt that this was a major problem as it affected staff morale and often resulted in teachers using the substitution time as a preparation period.

(2) Outside area of preparation. The highest ranking problem area of internal substitution, perceived by senior high teachers, was "Not familiar with the progress of the class." Many teachers providing internal substitution outside their own area felt that they were just "baby-sitting" or supervising the class.

(3) Reluctance to teach. Several teachers indicated that they did not want other staff members teaching their classes if absent only one or two days and hence they were reluctant to teach in other teachers' classes.

(4) Short notice. This area was the second highest ranking problem area of internal substitution perceived by senior high school teachers.

Other areas mentioned by teachers quite frequently were the lack of lesson plans and too many different teachers taking over classes during the teacher's absence.

#### Comments Made by Junior High School Teachers

On-call substitution. Many junior high teachers felt that a body of permanently employed substitute teachers was a good idea, as they perceived that there was a definite need for better placement and training of on-call substitute teachers. Teachers involved in



in the specialized curriculum areas felt there should be a core of on-call substitute teachers available with training in specialized areas. Other teachers felt that on-call substitute teachers should have a wide range of skills and abilities so that they are flexible and can meet the needs at the junior high school level. The teachers in open area schools and the teachers using team teaching perceived that on-call substitution was quite ineffective in these situations.

Many teachers at the junior high school level were aware of the problems encountered by on-call substitute teachers and felt that the present on-call substitution could be improved by: (1) the substitute teacher having a better knowledge of the curriculum; (2) better communication between teacher and substitute teacher; and (3) the substituteteacher receiving a salary commensurate with his or her training and experience.

Internal substitution. Most junior high school teachers were in favor of internal substitution but not under the present circumstances. Many teachers felt that too frequently preparation periods had to be used to provide internal substitution.

Teachers felt that morale problems developed in situations where: (1) certain staff members feel they are required to provide more internal substitution than other staff members; and (2) certain staff members perceive other teachers taking advantage of the internal substitution system.





Comments Made by Elementary School Teachers

On-call substitution. In general, the elementary teachers perceived that on-call substitute teachers do a good job. Many elementary teachers realized the difficulties involved in on-call substitution. The problems commented upon by elementary teachers reinforced their perception of possible problem areas, Table 4.13, and concerned the areas: (1) no written report of work completed by substitute; and (2) not having the same substitute if absent several days. Several teachers made suggestions for improving on-call substitution:

(1) Enrichment material. Several teachers felt that on-call substitute teachers should have their own lesson plans and a variety of enrichment materials to use if necessary.

(2) Audio-visual aids. The teachers felt that on-call substitutes should be knowledgeable about and well trained in the use of audio-visual aids. Many lessons could be prepared in advance by using films and filmstrips.

(3) Buddy system. Some teachers mentioned assigning a classroom teacher to the on-call substitute teacher. The regular teacher could assist the on-call substitute with lesson plans, school routines, and provide companionship during the substitute's assignment at that school.



Many elementary teachers perceived that a body of permanently employed substitute teachers to work in a group of schools was a good idea, as this would insure correct assignment of substitutes, better trained substitutes, and better coverage for specialized subject areas.

Internal substitution. There were very few comments made by elementary teachers concerning internal substitution. Internal substitution was perceived by most teachers as not working well at this level because it required that preparation or spare periods were used. Several teachers felt that internal substitution should be used to a greater extent at the elementary level, but this would require additional staff.

#### SUMMARY

The female teachers represented 56 percent of the total teacher sample participating in the present study. The median and mean number of years post-secondary education for the teacher sample was 4.1 years, and over 78 percent of the teachers had four or more years post-secondary education. The average number of years teaching experience for the teacher sample was 9.7 years. The teachers at the senior high school level had an average of 9.8 years teaching experience, while the teachers at the junior high school level and the elementary school level had 7.9 years teaching experience and 9.9 years teaching experience respectively.

In the given period from September to December, 1970, approximately 60 percent of the teachers sampled stated that they had



required a substitute teacher for one day or more. The average number of days that a substitute was required for this teacher group was 3.5 days, and the required substitution was provided by an average of 3 different substitute teachers.

In the given period, 37 percent of the total teacher sample indicated that they had provided internal substitution. Over 50 percent of this teacher group provided internal substitution for two hours or less per month, and only 11 percent provided internal substitution for ten hours or more per month. Of the teachers providing internal substitution approximately 75 percent substituted for less than five teachers, and only 12 percent of the teachers had provided substitution for ten or more teachers. Internal substitution in a subject area outside the teacher's area of preparation was required of 72 percent of the teachers providing internal substitution. Of this teacher group, 31 percent indicated that this was "seldom" required, 21 percent "occasionally", 20 percent "commonly", and 28 percent "frequently."

The teaching functions were analyzed according to four primary variables, sex, grade levels, the number of different teachers substituted for, and the frequency of substitution outside own area of preparation. The analysis of the teaching functions according to sex indicated that: (1) the female teachers perceived that the on-call substitute teachers performed the listed functions to a greater extent than did the male teachers; (2) the female teachers perceived that the internal substitute teachers performed the listed functions to a greater extent than did the male teachers;



and (3) the male and female teachers perceived that the listed functions were performed to a greater extent by the internal substitute teachers than by the on-call substitute teachers.

The analysis of the teaching functions according to grade levels indicated that: (1) the elementary school teachers perceived that the on-call substitute teachers performed the listed functions to a greater extent than did the junior high and senior high school teachers; (2) the junior high school teachers perceived that the on-call substitute teachers performed most of the listed functions to a greater extent than did the senior high school teachers; (3) the elementary and junior high teachers perceived that internal substitute teachers performed the listed functions to a greater extent than did the senior high school teachers; and (4) the elementary, the junior high and the senior high school teachers, perceived that the listed functions were performed to a greater extent by internal substitute teachers than by on-call substitute teachers.

The analysis of the teaching functions according to the number of different teachers substituted for in given period indicated that: (1) the teacher group, providing internal substitution for ten or more different teachers, perceived that internal substitute teachers performed the listed functions to a lesser extent than did the teacher groups providing internal substitution for five or fewer different teachers; and (2) the teacher groups, providing internal substitution for two or fewer different teachers, perceived that the internal substitute teachers performed the listed functions to a





greater extent that did the teacher groups providing internal substitution for three or more different teachers.

The analysis of the teaching functions according to frequency of substitution outside own area indicated that: (1) the teacher group, frequently providing internal substitution outside own area, perceived that the internal substitute teachers performed most of the listed functions to a lesser extent than did the other teacher groups, and (2) the teacher group, never providing internal substitution outside their own area, perceived that the internal substitute teachers performed the listed functions to a greater extent than did the other teacher groups.

The primary analyses of the possible problem areas were conducted on the same variables used in the primary analyses of the teaching functions. The analysis of the possible problem areas according to sex indicated that: (1) the male teachers perceived that the problem areas of on-call substitution presented a greater degree of difficulty than did the female teachers; (2) the Spearman correlation coefficients showed that a positive association existed between the rankings of the on-call possible problem areas by male and female teachers; (3) the female teachers perceived that more problem areas of internal substitution presented a greater degree of difficulty than did the male teachers; (4) the Spearman correlation coefficients showed that a positive association existed, at the .01 level, between the ranking of the internal possible problem areas by male and female teachers; and (5) the male and female teachers



perceived that most of the problem areas of internal substitution presented a greater degree of difficulty than did the problem areas of on-call substitution.

The analysis of the possible problem areas according to grade level indicated that: (1) the elementary teachers perceived that the problem areas of on-call substitution presented less difficulty than did the junior high and the senior high teachers; (2) the senior high teachers perceived that the problem areas of on-call substitution presented a greater difficulty than did the junior high teachers; (3) the Spearman correlation coefficients showed that a positive association existed between the rankings of on-call possible problem areas by the elementary, the junior high, and the senior high teachers; (4) the senior high and the junior high teachers perceived that the problem areas of internal substitution presented greater difficulty than did the elementary teachers; (5) the junior high teachers perceived that more of the problem areas of internal substitution presented greater difficulty than did the senior high teachers; (6) the Spearman correlation coefficients showed that a positive association existed, at the .05 level or higher, between the rankings of the internal possible problem areas by the elementary, the junior high and the senior high teachers; (7) the elementary and the senior high teachers perceived that some of the problem areas of internal substitution presented greater difficulty than did the problem areas of on-call substitution, while the junior high school



teachers perceived that most of the problem areas of internal substitution presented greater difficulty than did the problem areas of on-call substitution.

The analysis of the possible problem areas according to the number of different teachers substituted for in the given period indicated that: (1) the teacher group, providing internal substitution for ten or more different teachers, perceived that most of the problem areas of internal substitution presented a greater degree of difficulty than did the other teacher groups; (2) the teacher groups, providing internal substitution for two or few different teachers, perceived that the problem areas of internal substitution presented less difficulty than did the teacher groups providing internal substitution for three or more different teachers; and (3) the Spearman correlation coefficients showed that a positive association existed, at the .05 level or higher, between the rankings of all teacher groups, except the teacher group providing internal substitution for ten or more different teachers and the teacher groups providing internal substitution for two or fewer different teachers.

The analysis of the possible problem areas according to the frequency of substitution outside own subject area indicated that: (1) the teacher groups, required to provide substitution outside their own area frequently or commonly, perceived that the problem areas of internal substitution presented greater difficulty than the other teacher groups; (2) the teacher group, never required to provide substitution outside their own area, perceived that the



problem areas of internal substitution provided less difficulty than did the teacher groups required to provide substitution outside their own area seldom, occasionally, commonly, and frequently; (3) the Spearman correlation coefficients showed that a positive association existed, at the .05 level or higher, between the rankings of all teacher groups, except the teacher group never providing internal substitution outside their own area and the teacher groups providing internal substitution outside their own area frequently and commonly, and between the teacher group providing internal substitution outside their area occasionally and the teacher group providing internal substitution outside their own area frequently.

Opinions concerning various types of substitute teacher services indicated that the teachers in this study agreed that: a body of permanently employed substitute teachers with full teacher privileges should be hired to work in the school system; the on-call substitute teachers should be assigned to work in a group of schools of the same grade level; and the substitute teacher should be trained in the regular teacher's area of specialization. The percentage response of the teachers perceiving that internal substitution and "mostly internal, some on-call substitution," were the best methods of providing for an absent teacher, increased as the grade level increased.

The teachers at the senior high school level felt that on-call substitute teachers were only useful in absences involving several days, and in these situations it was desirable to have a substitute





teacher for the duration of the teacher's absence. One of the criticisms of on-call substitution was that the on-call substitute teacher was not trained in the particular subject area. The teachers at this level felt that the employment of a body of permanently employed substitute teachers would result in better on-call substitution. The teachers perceived that internal substitution was more effective than on-call substitution, especially when internal substitution was provided in the same subject area. The major problems involved in internal substitution at this level concerned the loss of preparation time and substitution being required outside the teacher's subject area.

The junior high school teachers felt that a body of permanently employed substitute teachers was a good idea, as there was a perceived need for better training and placement of on-call substitute teachers. Most junior high school teachers were in favor of internal substitution but not under present circumstances. The teachers felt that too often preparation periods had to be used to provide internal substitution and this affected teacher morale.

The teachers at the elementary level perceived that on-call substitute teachers do a good job: however, the employment of a body of permanently employed substitute teachers would help to insure correct assignments and better trained substitute teachers. In general, internal substitution at this level was not perceived as working well, as teachers were required to use preparation periods for substitution.



## Chapter 5

### CHARACTERISTICS AND OPINIONS OF PRINCIPALS

Data obtained from the "Questionnaire to Principals" are reported in this chapter. The personal and professional characteristics of principals, the extent to which on-call and internal substitution were used, and the method of assignment of internal substitute teachers are examined. Analysis is conducted on teaching functions, possible problem areas, and opinions. The chapter concludes with a summary of principals' comments concerning substitute teacher services.

#### PERSONAL AND PROFESSIONAL CHARACTERISTICS

Sex. Of the 77 principals in the present study, 8 principals were female. Six of the female principals were at the elementary level, one at the junior-senior high school level, and one at the senior high school level.

Years teaching and/or administrative experience. The average number of years teaching and/or administrative experience for the total principal sample was 20.8 years. Principals at the senior high school level had an average of 24.6 years experience, while principals at the junior high and elementary levels had 17.4 years and 20.6 years respectively.

Observation of on-call substitute teachers. Of the 77 principals sampled, 63 indicated that they had observed on-call



substitutes teaching. The percentage of elementary school principals observing on-call substitutes teaching was 91 percent. One-half of the principals at the senior high school level indicated that they had not observed on-call substitutes teaching. A summary of the extent to which principals at the elementary, the junior high and the senior high school levels observed on-call substitutes teaching is presented in Table 5.1.

#### ON-CALL AND INTERNAL SUBSTITUTE TEACHER USAGE

This section describes the extent to which on-call substitute teachers are used, the extent to which internal substitute teachers are used, and the assignment of internal substitute teachers.

##### Usage of On-call Substitute Teachers

Data indicated that all principals had used on-call substitution to some extent. Analysis of the principals' responses showed that 65 percent of the schools used on-call substitute teachers always or very frequently, while 25 percent of the principals used on-call substitution occasionally or seldom. At the elementary level, over 50 percent of the principals stated that they always used on-call substitution. Table 5.2 shows the extent to which on-call substitute teachers were used at the elementary, junior high and senior high school levels.

Of the principals who indicated that they were presently using on-call substitution, approximately 60 percent stated that they have used internal substitution to provide for absent teachers.



Table 5.1

PERCENTAGE FREQUENCY DISTRIBUTION OF THE EXTENT OF  
OBSERVATION OF ON-CALL SUBSTITUTE TEACHERS  
BY PRINCIPALS, CLASSIFIED BY GRADE LEVELS

Extent of Observation of On-call Substitute Teachers	GRADE LEVELS		
	Elementary (N=35)	Junior High (N=8)	Senior High (N=16)
All	0.0%	0.0%	0.0%
Most	20.0	12.5	0.0
Some	42.8	75.0	12.2
Few	29.1	12.5	37.8
None	8.1	0.0	50.0





### Usage of Internal Substitution

Data showed that 77 percent of the principals had used internal substitution to some extent, and of that group, 43 percent indicated that they used internal substitution always or very frequently. Over 50 percent of the principals at the senior high school level stated that they always use internal substitution, while 38 percent of the principals at the elementary level indicated that they never use internal substitution. The extent to which internal substitute teachers were used at the elementary, the junior high, and the senior high school levels is summarized in Table 5.2.

### Assignment of Internal Substitute Teachers

The basis for assigning internal substitution varied considerably between the elementary schools, the junior high schools, and the senior high schools. Of the 77 principals responding, only 19 principals indicated that their school had a prepared schedule for internal substitution.

Senior high school. At the senior high school level, 63 percent of the principals indicated that they had a prepared schedule for internal substitution. Often the teaching timetable was arranged in such a way that there would always be a certain number of teachers available to assume internal substitution responsibility. Several principals indicated that department heads and selected teaching personnel were given a reduced teaching load to provide internal substitution on a regular basis.



Table 5.2

PERCENTAGE FREQUENCY DISTRIBUTION OF THE EXTENT TO WHICH  
 PRINCIPALS, (CLASSIFIED BY GRADE LEVELS), PERCEIVED  
 THAT ON-CALL AND INTERNAL SUBSTITUTION  
 WAS USED IN THEIR SCHOOLS

Extent to Which Principals Perceived that On-call Substitution Was Used in Their School	GRADE LEVELS		
	Elementary	Junior High	Senior High
Number of Respondents	35	8	16
Always	54.3%	62.5%	6.7%
Very Frequently	32.4	0.0	6.7
Frequently	5.2	12.5	20.0
Occasionally	8.6	25.0	46.7
Seldom	0.0	0.0	20.0
Never	0.0	0.0	0.0
-----			
Extent to Which Principals Perceived that Internal Substitution Was Used in Their School			
Number of Respondents	33	7	16
Always	0.0	0.0	53.3
Very Frequently	0.0	33.3	40.0
Frequently	0.0	0.0	6.7
Occasionally	37.9	0.0	0.0
Seldom	24.1	0.0	0.0
Never	27.9	66.7	0.0



Generally, principals felt that, where possible, internal substitution should be provided from within the same department or subject area. In several schools, the department head concerned would be notified of the absence and would be responsible to assign teachers to provide internal substitution from within the department.

Another criterion mentioned frequently by the principals for the assignment of internal substitutes was the number of non-teaching periods of the staff. Most principals indicated that all teachers were expected to provide some internal substitution as the need demanded, and teachers with fewer teaching periods were to assume a greater portion of the internal substitution responsibilities.

Junior high school. One-quarter of the principals at the junior high school level indicated that their schools had a prepared internal substitution schedule. In some schools a rotation basis was used for the assignment of internal substitute teachers: however the rotation usually required that teachers had to give up preparation periods to provide internal substitution. In other schools, the principal would ask for volunteers to provide internal substitution.

In general, principals stated that all staff were expected to provide internal substitution when necessary, and teachers with fewer teaching periods were expected to provide internal substitution more frequently.



Elementary school. Only 8 percent of the principals at the elementary level indicated that there was a prepared schedule for internal substitution in their school. The two methods mentioned most frequently for providing internal substitution at this level were: (1) administrative personnel, whenever possible, took over the class for an absent teacher; (2) teachers who had a "spare" were asked to take over a class for an absent teacher. In some instances principals mentioned that classes were distributed to provide for an absent teacher, and a few principals stated that support personnel had been used in a non-teaching role.

Almost all principals emphasized the fact that none of their teachers had particular internal substitution responsibilities, but any or all teachers may be asked to provide internal substitution as the situation demanded.

#### ANALYSIS OF TEACHING FUNCTIONS

This section concerns the analysis of on-call and internal teaching functions as perceived by principals, (Part III of the "Questionnaire to Principals"). Primary analyses were conducted on the basis of sex, grade levels, the frequency of on-call substitution, and the frequency of internal substitution. Secondary analysis was conducted on the basis of frequency of observation of on-call substitute teachers by principals. The secondary analysis is reported in Appendix J.





## Sex

On-call substitution. Female principals perceived on-call substitute teachers performing, to a considerable extent, the functions, "Teach lesson planned by regular teacher", and "Provide necessary discipline."

Analysis showed that the female principals' mean scores were significantly higher than the male principals' mean scores for the functions, "Teach lesson planned by regular teacher", "Provide necessary discipline", "Become aware of physical disabilities of students", "Become aware of emotional disabilities of students", "Report progress to regular teacher upon his/her return", and "Become involved in events such as athletics, drama, concerts." Table 5.3 indicates that the female principals perceived that on-call substitute teachers performed the listed functions to a greater extent than was perceived by the male principals, except for the function, "Allow students time to do own work in class."

Internal substitution. Both the male and female principals perceived that internal substitute teachers performed, to a considerable extent, the functions, "Teach lesson planned by regular teacher", and "Provide necessary discipline." The male principals also perceived that internal substitutes, "Use audio-visual aids such as T.V., films", "Use cumulative record cards", and "Report progress to regular teacher upon his/her return", to a considerable extent, while female principals perceived that internal substitutes, "Teach new content", and "Allow students to work either individually



Table 5.3

MEAN EXTENT TO WHICH MALE AND FEMALE PRINCIPALS PERCEIVE THAT  
ON-CALL SUBSTITUTES PERFORM SPECIFIED FUNCTIONS

On-call Substitution Functions	MEANS*		p	Percentage Response
	Male	Female		
Range of N	(49-69)	(6-8)		
1. Review previous lesson content.	1.86	2.29	.21	93.0
2. Teach new content.	2.31	2.43	.71	93.0
3. Teach lesson planned by regular teacher.	2.90	3.57	.01	98.6
4. Use variety of instructional methods.	2.05	2.57	.14	90.1
5. Allow students time to do own work in class.	2.82	2.57	.52	95.8
6. Provide discipline necessary for pupil learning.	2.47	3.43	.01	100.0
7. Allow students to work either individually or in groups.	2.49	2.71	.41	95.8
8. Use audio-visual aids such as T.V., films.	1.97	2.29	.43	98.6
9. Become aware of physical disabilities of students.	1.48	2.43	.01	95.8
10. Become aware of mental and emotional disabilities of students.	1.51	2.43	.01	95.8
11. Ask other teachers for information about students.	1.97	2.14	.64	98.6
12. Use cumulative record cards to obtain information.	1.18	1.33	.41	94.4
13. Report progress to regular teacher upon his/her return.	2.10	2.86	.04	97.2
14. Become involved in events such as athletics, drama, concerts.	1.25	1.83	.04	94.4
15. Participate in staff meetings.	1.26	1.71	.10	95.8

\* Measured by Principal's Questionnaire, Part 3,  
(1=Small Extent; 4=Large Extent).



or in groups", to a considerable extent. Table 5.4 provides the group mean perception scores of male and female principals for internal substitution.

The male principals perceived that internal substitute teachers performed the listed functions to a greater degree than did the on-call substitute teachers, except for the function, "Allow students time to do own work in class." The female principals perceived that internal substitute teachers performed the listed functions to a greater extent than did the on-call substitute teachers, except for the functions, "Teach lesson planned by regular teacher", "Become aware of the physical disabilities of students", "Become aware of the emotional disabilities of students", and "Report progress to regular teacher upon his/her return."

#### Grade Levels

On-call substitution. Principals at the elementary level perceived that on-call substitute teachers performed, to a considerable extent, the function, "Teach lesson planned by regular teacher," while principals at the senior high level perceived that on-call substitute teachers performed the function, "Allow students time to do own work in class," to a considerable extent.

Table 5.5 shows that, except for the function, "Allow students time to do own work in class," the elementary principals perceived that on-call substitute teachers performed the listed functions to a greater extent than did the junior high school or senior high school principals. The elementary principal group



Table 5.4

MEAN EXTENT TO WHICH MALE AND FEMALE PRINCIPALS PERCEIVE THAT  
INTERNAL SUBSTITUTES PERFORM SPECIFIED FUNCTIONS

Internal Substitution Functions Range of N	MEANS*		p	Percentage Response
	Male (46-51)	Female (3-4)		
1. Review previous lesson content.	2.57	2.33	.66	90.7
2. Teach new content.	2.73	3.33	.18	96.3
3. Teach lesson planned by regular teacher.	3.16	3.33	.64	100.0
4. Use variety of instructional methods.	2.85	2.67	.69	94.4
5. Allow students time to do own work in class.	2.52	2.67	.79	98.1
6. Provide discipline necessary for pupil learning.	3.39	3.67	.35	100.0
7. Allow students to work either individually or in groups.	2.96	3.00	.93	96.3
8. Use audio-visual aids such as T.V., films.	3.04	2.33	.13	98.1
9. Become aware of physical disabilities of students.	2.96	2.00	.10	98.1
10. Become aware of mental and emotional disabilities of students.	2.94	2.00	.10	100.0
11. Ask other teachers for information about students.	2.98	2.33	.25	100.0
12. Use cumulative record cards to obtain information.	2.35	2.00	.56	94.4
13. Report progress to regular teacher upon his/her return.	3.27	2.67	.34	100.0

\* Measured by Principal's Questionnaire, Part 3,  
(1=Small Extent; 4=Large Extent).





Table 5.5

MEAN EXTENT TO WHICH PRINCIPALS, (CLASSIFIED BY GRADE LEVELS)  
PERCEIVE THAT ON-CALL SUBSTITUTES PERFORM SPECIFIED FUNCTIONS

On-call Substitution Functions	MEANS*			p	Percentage Response
	Grade Levels				
	G 1-6	G 7-9	G 10-12		
Range of N	(32-35)	(7-8)	(13-16)		
1. Review previous lesson content.	2.22	1.29	1.46	.01	92.9
2. Teach new content.	2.52	2.14	1.75	.01	92.9
3. Teach lesson planned by regular teacher.	3.18	2.63	2.46	.01	98.2
4. Use variety of instructional methods.	2.33	1.83	1.77	.11	87.5
5. Allow students time to do own work in class.	2.88	2.63	3.00	.68	96.4
6. Provide discipline necessary for pupil learning.	2.80	2.38	2.08	.01	100.0
7. Allow students to work either individually or in groups.	2.64	2.25	2.50	.36	94.6
8. Use audio-visual aids such as T.V., films.	2.37	1.29	1.62	.01	98.2
9. Become aware of physical disabilities of students.	1.91	1.13	1.15	.01	94.6
10. Become aware of mental and emotional disabilities of students.	2.00	1.13	1.23	.01	96.4
11. Ask other teachers for information about students.	2.26	1.25	1.62	.01	100.0
12. Use cumulative record cards to obtain information.	1.27	1.13	1.08	.32	98.2
13. Report progress to regular teacher upon his/her return.	2.40	1.71	1.69	.02	98.2
14. Become involved in events such as athletics, drama, concerts.	1.55	1.11	1.07	.06	100.0
15. Participate in staff meetings.	1.32	1.13	1.25	.74	96.4

\* Measured by Principal's Questionnaire, Part 3, (1=Small Extent;  
4=Large Extent).



mean scores were significantly higher than the mean scores of the junior high principal and senior high principal groups for the functions, "Review previous lesson content", "Use audio-visual aids such as T.V., films", "Become aware of physical disabilities of students", "Become aware of emotional disabilities of students", and "Ask other teachers for information about students." The elementary principal group mean scores were significantly higher than the senior high principal group mean scores for the functions, "Teach new content", "Teach lesson planned by regular teacher", "Provide necessary discipline", and "Report progress to regular teacher upon his/her return." Principals at the junior high school level perceived that on-call substitute teachers taught new content and taught lesson planned by regular teacher to a greater extent than was perceived by principals at the senior high school level.

Internal substitution. All principal groups perceived internal substitute teachers performing, to a considerable extent, the functions, "Teach lesson planned by regular teacher", "Provide necessary discipline", and "Report progress to regular teacher upon his/her return." Junior high school principals perceived that internal substitute teachers performed all functions to a considerable extent except two, "Review previous lesson content" and "Allow students time to do own work in class."

Analysis showed that the mean perception scores of principals at the junior high school level were significantly higher than the mean perception scores of principals at the senior high school level for the functions, "Use variety of instructional



methods", "Provide necessary discipline", "Allow students to work either individually or in groups", "Become aware of physical disabilities of students", "Become aware of emotional disabilities of students" and "Use cumulative record cards." Table 5.6 shows that the group mean perception scores of junior high school principals were higher than the group mean perception scores for the elementary and the senior high school principals for all functions except, "Review previous lesson content", and "Allow students time to do own work in class."

Principals at the elementary level perceived that internal substitute teachers performed the functions to a greater extent than did the on-call substitute teachers, except for the function, "Teach lesson planned by regular teacher." Principals at the junior high school and senior high levels perceived that internal substitutes performed functions to a greater extent than did the on-call substitute teachers, except for the function, "Allow students time to do own work in class."

#### Use of On-call and Internal Substitution

On-call substitution. Principals were grouped according to the frequency of on-call substitution used in their schools. Principals using on-call substitute teachers frequently, very frequently, or always, had higher group mean scores than principals using on-call substitute teachers occasionally, for all functions except, "Allow students to do own work in class." The principal group using on-call substitute teachers always, had higher group



Table 5.6

MEAN EXTENT TO WHICH PRINCIPALS, (CLASSIFIED BY GRADE LEVELS)  
PERCEIVE THAT INTERNAL SUBSTITUTES PERFORM  
SPECIFIED FUNCTIONS

Internal Substitution Functions	MEANS*			p	Percentage Response
	Grade Levels				
	G 1-6	G 7-9	G 10-12		
Range of N	(16-19)	(5-6)	(14-15)		
1. Review previous lesson content.	2.81	2.60	2.27	.19	90.0
2. Teach new content.	2.72	3.17	2.53	.16	97.5
3. Teach lesson planned by regular teacher.	3.16	3.17	3.13	.99	100.0
4. Use variety of instructional methods.	3.18	3.40	2.47	.01	92.5
5. Allow students time to do own work in class.	3.00	1.83	2.60	.01	97.5
6. Provide discipline necessary for pupil learning.	3.32	3.83	3.27	.03	100.0
7. Allow students to work either individually or in groups.	3.11	3.40	2.57	.04	95.0
8. Use audio-visual aids such as T.V., films.	3.16	3.20	2.73	.19	97.5
9. Become aware of physical disabilities of students.	3.17	3.33	2.33	.02	97.5
10. Become aware of mental and emotional dis- abilities of students.	3.11	3.50	2.33	.01	100.0
11. Ask other teachers for information about students.	2.95	3.33	2.73	.40	100.0
12. Use cumulative record cards to obtain information.	2.11	3.33	1.93	.01	97.5
13. Report progress to regular teacher upon his/her return.	3.32	3.67	3.20	.29	100.0

\* Measured by Principal's Questionnaire, Part 3,  
(1=Small Extent; 4=Large Extent).





mean scores than did other principal groups, for all functions except, "Review previous lesson content", "Teach lesson planned by regular teacher" and "Use cumulative record cards to obtain information."

Table 5.7 shows that principals always using on-call substitution had significantly higher group mean perception scores than the principal group using on-call substitute teachers occasionally, for the functions, "Teach new content", "Use variety of instructional methods", "Use audio-visual aids such as T.V., films", "Become aware of physical disabilities of students", and "Become aware of emotional disabilities of students."

Internal substitution. Principals were grouped according to the frequency of internal substitution used in their schools. Table 5.8 shows that principals seldom using internal substitution perceived the functions being performed to a greater extent than did principals always using internal substitution, except for the functions, "Teach lesson planned by regular teacher", "Allow students time to do own work in class", and "Use cumulative record cards to obtain information." Principals using internal substitution very frequently or always perceived the following functions being performed to a considerable extent: "Teach lesson planned by regular teacher", "Provide necessary discipline", and "Report progress to regular teacher upon his/her return." Principals seldom using internal substitution perceived that internal substitute teachers performed most functions to a considerable extent.



Table 5.7

MEAN EXTENT TO WHICH PRINCIPALS, (CLASSIFIED BY USE OF ON-CALL SUBSTITUTION)  
PERCEIVE ON-CALL SUBSTITUTES PERFORM SPECIFIED FUNCTIONS

On-Call Substitution Functions	MEANS*				p	Percentage Response
	Use of On-call Substitution					
	Always (25-29)	Very Frequently (19-20)	Frequently (5-7)	Occasionally (16-19)		
Range of N						
1. Review of previous lesson content.	1.96	2.15	1.83	1.53	.18	93.0
2. Teach new content.	2.72	2.21	2.50	1.75	.01	93.0
3. Teach lesson planned by regular teacher.	3.11	2.95	3.33	2.65	.09	98.6
4. Use variety of instructional methods.	2.41	2.15	2.33	1.56	.02	90.1
5. Allow students time to do own work in class.	2.85	2.95	2.50	2.65	.69	95.8
6. Provide discipline necessary for pupil learning.	2.75	2.50	2.50	2.35	.42	100.0
7. Allow students to work either in-dividually or in groups.	2.73	2.50	2.33	2.25	.13	95.8
8. Use audio-visual aids such as T.V., films.	2.41	2.05	2.00	1.29	.01	98.6
9. Become aware of physical disabilities of students.	2.00	1.50	1.20	1.12	.01	95.8
10. Become aware of mental and emotional disabilities of students.	1.96	1.55	1.33	1.19	.01	95.8
11. Ask other teachers for information about students.	2.21	2.05	2.00	1.50	.11	98.6
12. Use cumulative record cards to obtain information.	1.19	1.37	1.17	1.06	.22	95.8



Table 5.7 (continued)

On-call Substitution Functions	MEANS*				p	Percentage Response
	Use of On-call		Substitution			
	Always (25-29)	Very Frequently (19-20)	Frequently (5-7)	Occasionally (16-19)		
Range of N						
13. Reporting progress to regular teacher upon his/her return.	2.41	2.11	2.33	1.82	.23	97.2
14. Become involved in events such as athletics, drama, concerts.	1.50	1.16	1.50	1.06	.12	94.4
15. Participate in staff meetings.	1.50	1.28	1.14	1.13	.30	97.2

\* Measured by Principal's Questionnaire, Part 3, (1=Small Extent; 4=Large Extent).



Table 5.8

MEAN EXTENT TO WHICH PRINCIPALS, (CLASSIFIED BY USE OF INTERNAL SUBSTITUTION), PERCEIVE  
THAT INTERNAL SUBSTITUTES PERFORM SPECIFIED FUNCTIONS

Internal Substitution Functions	MEANS*					p	Percentage Response
	USE OF INTERNAL SUBSTITUTION						
	Always (10-11)	Very Frequently (9-10)	Occasionally (13-16)	Seldom (7-8)			
Range of N							
1. Review previous lesson content.	2.09	2.56	2.62	2.86	.22	90.9	
2. Teach new content.	2.73	2.78	2.60	3.00	.63	97.7	
3. Teach lesson planned by regular teacher.	3.18	3.22	3.19	2.88	.65	100.0	
4. Use variety of instructional methods.	2.55	2.67	2.93	3.00	.50	97.7	
5. Allow students time to do own work in class.	2.64	2.33	2.56	2.38	.87	100.0	
6. Provide discipline necessary for pupil learning.	3.45	3.44	3.31	3.50	.81	100.0	
7. Allow students to work either individually or in groups.	2.60	3.00	3.06	2.86	.53	95.5	
8. Use audio-visual aids such as T.V., films.	2.82	2.67	3.06	3.00	.63	100.0	
9. Become aware of physical disabilities of students.	2.45	2.78	3.13	3.13	.33	97.7	
10. Become aware of mental and emotional disabilities of students.	2.45	2.67	3.06	3.13	.31	100.0	
11. Ask other teachers for information about students.	2.82	3.00	3.00	2.88	.96	100.0	
12. Use cumulative record cards to obtain information.	2.18	2.33	2.46	2.13	.85	93.2	
13. Reporting progress to regular teacher upon his/her return.	3.00	3.56	3.25	3.13	.36	100.0	

\* Measured by Principal's Questionnaire, Part 3, (1=Small Extent; 4=Large Extent).





## ANALYSIS OF PROBLEM AREAS

This section concerns the analysis of possible problem areas as assessed in Part IV of the "Questionnaire to Principals." Primary analyses were conducted on the basis of sex, grade levels, use of on-call substitution, and use of internal substitution. Secondary analysis was conducted on the frequency of observation of on-call substitute teachers and is reported in Appendix J.

Sex

On-call substitution. The three highest ranking problem areas of on-call substitution perceived by male and female principals concerned the evaluation of on-call substitute teachers, student discipline, and on-call substitute teachers not reporting matters of concern. The male principals perceived that all problem areas presented a greater degree of difficulty than did the female principals.

Analysis of the possible problem areas, Table 5.9 showed that the male mean difficulty scores were significantly higher in five areas: "Evaluation of on-call substitute teachers", "Student discipline", "On-call substitute teacher not assuming extra duties of the regular teacher", "On-call substitute teacher arriving late for class", and "Obtaining the services of the same on-call substitute teacher for more than one day at a time."

Spearman correlation coefficients showed that a positive association existed between group rankings of possible problem areas, but not at a significant level.



Table 5.9

RANKS AND SPEARMAN CORRELATION COEFFICIENT OF MEAN EXTENT TO WHICH  
MALE AND FEMALE PRINCIPALS PERCEIVE EXISTENCE OF SPECIFIED  
PROBLEMS OF ON-CALL SUBSTITUTE TEACHING

On-Call Substitution Possible Problem Areas Range of N	MALE		FEMALE		p
	Means*	Rank	Means*	Rank	
	(62-65)		(7-8)		
1. Evaluation of on-call substitute teachers.	2.65	1	1.71	3	.01
2. Student discipline.	2.33	2	1.75	1	.06
3. On-call substitute teacher not reporting matters of concern.	2.32	3	1.75	1	.10
4. On-call substitute teacher not assuming extra duties of the regular teacher.	2.26	4	1.50	4	.03
5. On-call substitute teacher arriving late for class.	2.17	5	1.13	6	.01
6. Obtaining the services of the same on-call substitute teacher for more than one day at a time.	2.09	6	1.50	4	.07
-----					
Spearman Correlation Coefficient .715					
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\* Measured by Principal's Questionnaire, Part 4,  
(1=Small Extent; 4=Large Extent).



Internal substitution. The two highest ranking problem areas associated with internal substitution perceived by male and female principals concerned the teachers receiving short notice and the teachers being required to give up preparation periods. Table 5.10, indicates that the female principals perceived a greater degree of difficulty with the areas, "Teachers required to forego preparation periods", "Teachers required to substitute outside own area", "Staff morale", and "Class size has to be increased." The male principals perceived a greater degree of difficulty with the areas, "Teachers receive short notice", "Attitude of students when regular teacher is absent", and "Classes have to be distributed to provide for absent teacher."

The Spearman correlation coefficients showed that a positive association existed, at the .05 level, between the group rankings of possible problem areas.

The female principals perceived that the problem areas associated with internal substitution presented a greater degree of difficulty than the problem areas associated with on-call substitution. The male principals perceived the internal substitution areas, "Teachers receive short notice", and "Teachers required to forego preparation periods", as presenting more difficulty than the areas associated with on-call substitution.

#### Grade Levels

On-call substitution. The two highest ranking problem areas



Table 5.10

RANKS AND SPEARMAN CORRELATION COEFFICIENT OF MEAN EXTENT TO WHICH  
MALE AND FEMALE PRINCIPALS PERCEIVE EXISTENCE OF SPECIFIED  
PROBLEMS OF INTERNAL SUBSTITUTE TEACHING

Internal Substitution Possible Problem Areas Range of N	MALE		FEMALE		p
	Means*	Rank	Means*	Rank	
	(38-45)		(3-4)		
1. Teachers receive short notice.	2.87	1	2.75	2	.82
2. Teachers required to forego preparation periods.	2.75	2	3.25	1	.39
3. Teachers required to substitute outside own area.	2.32	3	2.33	4	.97
4. Staff morale.	2.11	4	2.50	3	.47
5. Attitude of students when regular teacher is absent.	2.11	4	2.00	5	.81
6. Class size has to be increased, e.g., classes are doubled.	1.92	6	2.00	5	.90
7. Classes have to be distributed to provide for absent teacher.	1.81	7	1.50	7	.61
Spearman Correlation Coefficient .884**					

\* Measured by Principal's Questionnaire, Part 4,  
(1=Small Extent; 4=Large Extent).

\*\* Significant at the .05 level.





of internal substitution perceived by principals, grouped according to grade levels, concerned the evaluation of on-call substitute teachers and on-call substitute teachers not reporting matters of concern. The junior high school principals perceived that all problem areas presented greater difficulty than was perceived by the senior high school principals. The mean difficulty scores of the junior high principal group were higher than the mean difficulty scores of the elementary principal group for all problem areas except one, "Obtaining the services of the same on-call substitute teacher for more than one day at a time."

Analysis of possible areas, Table 5.11, indicated that the junior high principal group perceived a significantly higher degree of difficulty with the problem area, "Evaluation of on-call substitute teachers," than did the elementary or senior high principal groups. The mean difficulty scores of the junior high principal group were significantly higher than the mean difficulty scores of the elementary principal group for the areas, "On-call substitute teachers arriving late for class", and "On-call substitute teachers not assuming extra duties of the regular teacher."

The Spearman correlation coefficients showed that a positive association existed between group rankings of possible problem areas, and a significant correlation existed, at the .05 level, between the rankings of junior and senior high school principals.

Internal substitution. The two highest ranking problem areas associated with internal substitution perceived by elementary and



Table 5.11

RANKS AND SPEARMAN CORRELATION COEFFICIENTS OF MEAN EXTENT TO WHICH PRINCIPALS (CLASSIFIED BY GRADE LEVELS), PERCEIVE EXISTENCE OF SPECIFIED PROBLEMS OF ON-CALL SUBSTITUTE TEACHING

On-call Substitution Possible Problem Areas	GRADE LEVELS						p
	G 1-6		G 7-9		G 10-12		
	Means*	Rank	Means*	Rank	Means*	Rank	
Range of N	(31-35)		(6-8)		(10-13)		
1. Evaluation of on-call substitute teachers.	2.45	1	3.50	1	2.57	1	.01
2. On-call substitute teachers not reporting matters of concern.	2.12	2	2.88	2	2.38	2	.13
3. Student discipline.	2.12	2	2.63	5	2.14	4	.28
4. Obtaining the services of the same on-call substitute teacher for more than one day at a time.	2.09	4	2.00	6	1.86	6	.71
5. On-call substitute teacher arriving late for class.	1.89	5	2.75	4	1.93	5	.06
6. On-call substitute teacher not assuming extra duties of the regular teacher.	1.86	6	2.88	2	2.21	3	.03
-----							
Spearman Correlation Coefficients		G 1-6		G 7-9		G 10-12	
		G 1-6		.319		.550	
		G 7-9				.929**	

\* Measured by Principal's Questionnaire, Part 4, (1=Small Extent; 4=Large Extent).

\*\* Significant at the .05 level.



junior principals concerned the teachers having to give up preparation periods and the teachers receiving short notice of substitution assignments. The highest ranking problem areas of internal substitution perceived by senior high principals were, "Teachers receive short notice", "Teachers required to substitute outside own area", and "Attitude of students when regular teacher is absent."

Analysis of the possible problem areas, Table 5.12, shows that the mean difficulty scores of the elementary principal group were significantly higher than the senior high principal group for the problem areas, "Class size has to be increased", and "Classes have to be distributed to provide for absent teacher." The senior high principal group had a significantly higher mean difficulty score than did the elementary principal group for the problem area, "Attitude of students when regular teacher is absent."

The rankings of possible problem areas varied considerably between principal groups. The Spearman correlation coefficients showed that a positive association existed between the rankings of the elementary principal group and the junior high principal group and between junior high principal group and senior high principal group. However, a negative correlation was obtained between the rankings of the elementary principal group and the senior high principal group.

The principals at the junior high level generally perceived that the problem areas associated with on-call substitution presented greater difficulty than the problem areas associated with internal substitution. The principals at the elementary level perceived that the problem areas, "Teachers required to forego preparation periods",



Table 5.12

RANKS AND SPEARMAN CORRELATION COEFFICIENTS OF MEAN EXTENT TO WHICH PRINCIPALS, (CLASSIFIED BY GRADE LEVEL), PERCEIVE EXISTENCE OF SPECIFIED PROBLEMS OF INTERNAL SUBSTITUTE TEACHING

Internal Substitution Possible Problem Areas	GRADE LEVELS						p
	G 1-6		G 7-9		G 10-12		
	Means*	Rank	Means*	Rank	Means*	Rank	
Range of N	(31-35)		(6-8)		(10-13)		
1. Teachers required to forego preparation periods.	2.74	1	3.00	1	2.50	4	.77
2. Teachers receive short notice.	2.56	2	2.50	2	2.73	1	.87
3. Class size has to be increased, e.g., classes are doubled.	3.43	3	1.50	5	1.38	6	.03
4. Classes have to be distributed to provide for absent teacher.	2.23	4	1.33	7	1.25	7	.06
5. Staff morale.	2.21	5	2.00	4	1.86	5	.63
6. Teachers required to substitute outside own area.	2.00	6	2.50	2	2.52	2	.20
7. Attitude of students when regular teacher is absent.	1.68	7	1.50	5	2.53	2	.01

Spearman Correlation Coefficients		G 1-6	G 7-9	G 10-12
G 1-6			.446	-.080
G 7-9				.622

\* Measured by Principal's Questionnaire, Part 4, (1=Small Extent; 4=Large Extent).





and "Teachers receive short notice", as presenting greater difficulty than the problem areas associated with on-call substitution. The senior high principals perceived one problem area of internal substitution, "Teachers receive short notice", as presenting greater difficulty than problem areas associated with on-call substitution.

#### Use of On-call and Internal Substitution

On-call substitution. The principals were grouped according to the extent that on-call substitution was used in their schools. Table 5.13, shows that the highest ranking problem area of on-call substitution, perceived by all principal groups, concerned the evaluation of on-call substitute teachers. There were no significant differences between mean difficulty scores for the groups: however principal groups using on-call substitution always or very frequently usually had higher mean difficulty scores than did the principal groups using on-call substitution frequently or occasionally.

The Spearman correlation coefficients showed that a positive association existed between group rankings of possible problem areas and a significant association existed, at the .05 level, between the rankings of principals always using on-call substitution and principals using on-call substitution occasionally.

Internal substitution. The principals were grouped according to the extent that internal substitution was used in their schools. The three highest ranking problem areas perceived by principals, always using internal substitution, concerned the teachers having to



Table 5.13

RANKS AND SPEARMAN CORRELATION COEFFICIENTS OF MEAN EXTENT TO WHICH  
PRINCIPALS (CLASSIFIED BY EXTENT OF USE OF ON-CALL SUBSTITUTION),  
PERCEIVE EXISTENCE OF SPECIFIED PROBLEMS OF  
ON-CALL SUBSTITUTE TEACHING

On-call Substitution Possible Problem Areas	EXTENT OF USE OF ON-CALL SUBSTITUTION									
	Always		Very Frequently		Frequently		Occasionally		p	
	Means* (25-29)	Rank	Means* (17-20)	Rank	Means* (5-6)	Rank	Means* (17-18)	Rank		
Range of N	(25-29)		(17-20)		(5-6)		(17-18)			
1. Evaluation of on-call substitute teachers.	2.59	1	2.47	1	3.17	1	2.35	1	.30	
2. Student discipline.	2.38	2	2.42	3	2.00	3	2.00	3	.31	
3. On-call substitute teachers not reporting matters of concern.	2.38	2	2.37	4	1.83	6	2.06	2	.42	
4. On-call substitute teacher not assuming extra duties of the regular teacher.	2.17	4	2.45	2	2.00	3	1.94	4	.44	
5. On-call substitute teacher arriving late for class.	2.17	4	2.30	5	2.00	3	1.56	6	.08	
6. Obtaining the services of the same on-call substitute teacher for more than one day at a time.	2.03	6	2.05	6	2.17	2	1.94	4	.95	
Spearman Correlation Coefficients	Always		Very Frequently		Frequently		Occasionally			
	Always		.743		.114		.857***			
	V. Freq.				.257		.614			
	Freq.						.214			

\* Measured by Principal's Questionnaire, Part 4,  
(1=Small Extent; 4=Large Extent).

\*\* Significant at the .05 level.



give up preparation periods, teachers receiving short notice of substitution assignments, and teachers having to substitute outside own subject area. The highest ranking problem area perceived by principals seldom using internal substitution was, "Classes have to be distributed to provide for absent teacher." The principals who always used internal substitution generally perceived that the problem areas presented less difficulty than did other principal groups.

Analysis of possible problem areas, Table 5.14 shows that principals, using internal substitution always, had significantly lower mean difficulty scores than did the principals, using internal substitution occasionally or seldom, for the areas, "Class size has to be increased", and "Classes have to be distributed to provide for absent teacher."

The Spearman correlation coefficients showed that a positive association existed between group rankings of possible problem areas. A very low correlation existed between principal groups using internal substitution always or very frequently and the principal group seldom using internal substitution. A significant association existed, at the .01 level, between the rankings of principal group always using internal substitution and principal group very frequently using internal substitution.

## OPINIONS

Opinions concerning various types of substitute teacher services, as assessed in Part II of the "Questionnaire to Principals", are examined in this section.



Table 5.14

RANKS AND SPEARMAN CORRELATION COEFFICIENTS OF MEAN EXTENT TO WHICH PRINCIPALS (CLASSIFIED BY EXTENT OF USE OF INTERNAL SUBSTITUTION), PERCEIVE EXISTENCE OF SPECIFIED PROBLEMS OF INTERNAL SUBSTITUTE TEACHING

Internal Substitution Possible Problem Areas	EXTENT OF USE OF INTERNAL SUBSTITUTES										
			Very								p
	Always		Frequently		Occasionally		Seldom				
	Means*	Rank	Means*	Rank	Means*	Rank	Means*	Rank			
Range of N	(9-11)		(8-9)		(12-15)		(5-8 )				
1. Teachers required to forego preparation periods.	2.55	1	3.00	2	3.00	2	3.14	2	.59		
2. Teachers receive short notice.	2.45	2	3.11	1	3.07	1	2.88	3	.38		
3. Teachers required to substitute outside own subject area.	2.40	3	2.89	3	2.00	6	2.50	5	.14		
4. Attitude of students when regular teacher is absent.	2.09	4	2.44	4	1.73	7	2.25	7	.22		
5. Staff morale.	1.80	5	2.11	5	2.20	4	2.75	4	.27		
6. Class size has to be increased, e.g., classes are doubled.	1.11	6	1.63	6	2.58	3	2.40	6	.01		
7. Classes have to be distributed to provide for absent teacher.	1.10	7	1.43	7	2.08	5	3.40	1	.01		

Spearman Correlation Coefficients	Always	Very Frequently	Occasionally	Seldom
Always		.965**	.393	.117
V. Freq.			.429	.081
Occ.				.438

\* Measured by Principal's Questionnaire, Part 4, (1=Small Extent; 4=Large Extent).

\*\* Significant at the .01 level.





### Permanent Substitute Teachers

The principals were asked to respond to the question, "Do you feel that a body of permanently employed substitute teachers with full teacher privileges should be hired to work in the school system?" Over 70 percent of the principals answered "yes." Analysis of the principals responses showed that 74 percent of the elementary principals, 71 percent of the junior high principals, and 67 percent of the senior high principals were in favor of establishing a body of permanently employed substitute teachers with full teacher privileges.

### Type of Substitute Teacher Service by Grade Level

Principals were asked to indicate the type of substitute teacher service they felt was the most effective in providing the best teaching-learning situation for the students in their school. Table 5.15, shows that the greater percentage of principals at the elementary level perceived that on-call substitution provided the best teaching-learning situation. At the junior high and senior high levels the greater percentage of principals perceived that internal substitution provided the best teaching-learning situation. The percentage response of principals perceiving that on-call substitution and mostly on-call some internal substitution were the best methods decreased as the grade level increased, while the percentage of responses of internal substitution and "mostly internal, some on-call substitution," increased as the grade levels increased.



Table 5.15

PERCENTAGE FREQUENCY DISTRIBUTION OF PRINCIPALS' OPINIONS CONCERNING  
THE DESIRABILITY OF VARIOUS TYPES OF  
SUBSTITUTE TEACHER SERVICE

Type of Substitute Teacher Service	INSTRUCTIONAL LEVELS		
	Elementary (N=48)	Junior High (N=16)	Senior High (N=17)
Internal Substitution	18.4%	44.0%	47.3%
Mostly Internal, Some On-call	18.4	36.0	42.1
Mostly On-call, Some Internal	16.3	8.0	5.3
On-call Substitution	44.9	12.0	5.3
No Opinion	2.0	0.0	0.0



### Permanent Substitutes to Work in Group of Schools

Principals were asked to give their opinion concerning the employment of a body of permanent substitutes to work in a group of schools of the same grade level. Table 5.16 indicates the percentage response of principals by grade level. Analysis showed that 35 percent of the elementary principals, 33 percent of the junior high principals, and 32 percent of the senior high principals felt this was a desirable practice. Principals feeling that this was an unfavorable practice represented 11 percent of the elementary principals, 29 percent of the junior high principals, and 32 percent of the senior high principals.

### Substitutes Trained in Regular Teacher's Area

Principals were asked the question, "Should teachers providing substitution be trained in the regular teacher's area of specialization?" Principals feeling this was essential represented 25 percent, while 68 percent felt it was preferable, 7 percent felt it was not necessary, and 1 percent were undecided on the question. Analysis showed that 56 percent of the senior high principals, and 80 percent of the junior high principals felt that this was essential, while only 20 percent of the principals at the elementary level felt that this practice was essential.



Table 5.16

PERCENTAGE FREQUENCY DISTRIBUTION OF PRINCIPALS' OPINIONS  
 CONCERNING THE EMPLOYMENT OF PERMANENT SUBSTITUTES  
 TO WORK IN A GROUP OF SCHOOLS OF THE  
 SAME GRADE LEVEL

Opinions concerning Permanent Substitutes to Work in a Group of Schools of Same Level	INSTRUCTIONAL LEVELS		
	Elementary (N=46)	Junior High (N=24)	Senior High (N=19)
Very Favorable	34.8%	33.3%	31.6%
Favorable	54.3	37.5	36.8
Unfavorable	8.7	25.0	21.7
Very Unfavorable	2.2	4.2	10.5





## GENERAL COMMENTS

This section contains comments made most frequently in Part V of the "Questionnaire to Principals." Of the 77 principals, 51 reported in the general comments section of the questionnaire. The comments are summarized by grade level.

Comments Made by Senior High School Principals

On-call substitution. Most principals commented that on-call substitute teachers were necessary only in the case of long term teacher absence. For short term substitution, the principals perceived that the effectiveness of the on-call substitute teacher was affected by: (1) discipline problems; (2) not being familiar with the course of study; and (3) not being familiar with school procedures or routines. A few principals at this level saw the need to have on-call substitute teachers available to supplement internal substitution when the situation demanded.

Internal substitution. Generally, principals at this level perceived that internal substitution was better than on-call substitution because of the following factors:

(1) Reduced staff absences. Principals felt that there was a greater tendency for teachers to avoid being absent when they know their fellow teachers will have to cover for them.



(2) Discipline. Discipline was perceived by principals as being less of a problem with internal substitution than with on-call substitution.

(3) Better teaching. Principals felt that internal substitution resulted in better teaching, especially if substitution was provided from within the same department or from an associated field of study.

(4) Better communication. Principals felt that there was better communication between substitute and regular teacher when the teacher substituting came from the same department or from the same school.

Many principals felt, however, that the present "tight-staffing" policy did not allow internal substitution to operate as effectively as it should. The principals mentioned that the most effective method, where possible, was to provide substitution from within each department. The department head was considered by many principals as being the most effective in providing internal substitution because: (1) he is usually a very good teacher; (2) he knows subject area thoroughly; and (3) he gets the opportunity to see how other classes are progressing in the particular subject area.

The particular problems mentioned by principals using internal substitution appear to be related to the "tight-staffing" policy. Principals felt that morale problems developed in situations where: (1) certain staff members felt they were required to provide more internal substitution than other staff members; and (2) certain staff members were perceived by teachers as taking advantage of the internal



substitution system. Principals mentioned that most teachers felt there was a group pressure exerted by teaching staff to avoid absences, and in some cases this had resulted in teachers coming to school when they should have remained at home. A few principals at this level felt that they should have greater discretion in cancelling classes when regular teacher is absent, especially in the specialized subject areas.

#### Comments Made by Junior High School Principals

On-call substitution. Principals at this level commented that on-call substitute teachers were only effective in the case of long term teacher absences. However, two of the principals at this level felt that it was better to use on-call substitute teachers than to disrupt the school routine.

Internal substitution. Generally, internal substitution was perceived by junior high principals as being the most effective method of providing for an absent teacher. The perceived effectiveness of internal substitution decreased as teachers were required to use preparation time more frequently to provide internal substitution. The problem of loss of preparation periods was a major concern of principals at this level. In the analysis of possible problem areas, Table 5.12, this problem was ranked highest by junior high school principals. Many principals felt that the provision of staff for the purpose of providing internal substitution had decreased to the point where a considerable number of preparation periods had



to be used to provide internal substitution. In several cases this use of preparation periods had resulted in poor staff morale.

Comments Mady by Elementary School Principals

On-call substitution. Principals at this level presented relatively few comments concerning on-call substitution. Several principals commented upon the desirability of having full-time substitute teachers serve a school or group of schools. They felt that this practice would allow: (1) students and staff to know the substitute teacher better; and (2) insure well trained substitute teachers at the elementary level.

Internal substitution. The principals generally perceived that internal substitution, when it was required, quite often disrupted the regular teaching routine of the school. Internal substitution at the elementary level is usually provided by: (1) principal or vice principal taking over class; (2) teachers with a spare period or preparation period; (3) grouping classes together; and (4) distributing students among other classes of the same grade level. Grouping classes together or distributing students among other classes of the same grade level was perceived by principals as being very undesirable as there is a definite effect on the learning situation for all children concerned.





## SUMMARY

There were 69 male principals and 8 female principals sampled in the present study. The average number of years teaching and administrative experience for the total principal sample was 20.8 years. The principals at the senior high school level had an average of 24.6 years experience, while the principals at the junior high school level and elementary school level had 17.4 years experience and 20.6 years experience respectively.

Data showed that all principals had used on-call substitution in their schools. Over 85 percent of the principals at the elementary school level and 63 percent of the principals at the junior high school level indicated that they used on-call substitution always or very frequently. Of the total principal sample, 77 percent of the principals indicated that they had used internal substitution to some extent. Over 90 percent of the principals at the senior high school level stated that they had used internal substitution always or very frequently, while 33 percent of the junior high school principals indicated that they had used internal substitution always or very frequently. The procedures for assigning internal substitute teachers varied considerably between the different grade levels and between different schools of the same grade level. The principals indicating that their school had a prepared schedule for internal substitution represented 63 percent of the senior high school principals, 25 percent of the junior high school principals and 8 percent of the elementary school principals.



The teaching functions were analyzed according to four primary variables, sex, grade levels, the frequency of on-call substitution, and the frequency of internal substitution. The analysis of the teaching functions according to sex, indicated that: (1) the female principals perceived that the on-call substitute teachers performed the listed functions to a greater extent than did the male principals; (2) the male principals perceived that the internal substitute teachers performed the listed functions to a greater extent than did the female principals; and (3) the male and female principals perceived that the listed functions were performed to a greater extent by the internal substitute teachers than by the on-call substitute teachers.

The analysis of the teaching functions according to grade level indicated that: (1) the principals at the elementary school level perceived that the on-call substitute teachers performed the listed functions to a greater extent than did the junior and senior high school principals; (2) the principals at the junior high school level perceived that the internal substitute teachers performed the listed functions to a greater extent than did the elementary and senior high principals; (3) the principals at the elementary school level perceived that the internal substitute teachers performed the listed functions to a greater extent than did the senior high school principals; and (4) the elementary school principals, the junior high school principals, and the senior high school principals, perceived that the listed functions were performed to a greater extent



by the internal substitute teachers than by the on-call substitute teachers.

The analysis of the teaching functions according to use of on-call and internal substitution indicated that: (1) the principal groups, using on-call substitute teachers always, very frequently and frequently, perceived that the on-call substitute teachers performed the listed functions to a greater extent than did the principal group occasionally using on-call substitute teachers; (2) the principal groups, using internal substitute teachers always and very frequently, perceived that the internal substitute teachers performed the listed functions to a lesser extent than did the principal group seldom using internal substitution; (3) the principal groups, using internal substitute teachers always and very frequently, perceived that internal substitute teachers performed most of the listed functions to a greater extent than did principals using on-call substitute teachers always and very frequently.

The primary analyses of the possible problem areas were conducted on the same variables used in the primary analysis of the teaching functions. The analysis of the possible problem areas according to sex indicated that: (1) the male principals perceived that the problem areas of on-call substitution presented a greater degree of difficulty than did the female principals; (2) the Spearman correlation coefficients showed that a positive association existed between the rankings of the on-call possible problem areas by male and female principals; (3) the female principals perceived that



more problem areas of internal substitution presented a greater degree of difficulty than did the male principals; (4) the Spearman correlation coefficients showed that a positive association existed, at the .05 level, between the rankings of the internal possible problem areas by male and female principals; and (5) the female principals perceived that most of the problem areas of internal substitution presented a greater degree of difficulty than did the problem areas of on-call substitution.

The analysis of the possible problem areas according to grade level indicated that: (1) the junior high school principals perceived that the problem areas of on-call substitution presented greater difficulty than did the elementary and senior high school principals; (2) the senior high school principals perceived that the problem areas of on-call substitution presented greater difficulty than did the elementary school principals; (3) the Spearman correlation coefficients showed that a positive association existed between the rankings of the on-call possible problem areas for all groups, and at the .01 level between the rankings of the junior high school principals and the senior high school principals; (4) the elementary and the senior high school principals perceived that more problem areas of internal substitution presented greater difficulty than did the junior high school principals; (5) the Spearman correlation coefficients showed that a negative association existed between the rankings of the internal problem areas by elementary school principals and senior high school principals; (6) the elementary and the senior





high school principals perceived that some of the problem areas of internal substitution presented greater difficulty than did the problem areas of on-call substitution.

The analysis of the possible problem areas according to the use of on-call and internal substitution indicated that: (1) the principal groups, using on-call substitute teachers always, very frequently, and frequently, perceived that the problem areas of on-call substitution presented a greater degree of difficulty than was perceived by the principal group using on-call substitute teachers occasionally; (2) the Spearman correlation coefficients showed that a positive association existed between the rankings of the on-call possible problem areas of all groups, and at the .05 level between the rankings of the principals using on-call substitute teachers always and the principals using on-call substitute teachers occasionally; (3) the principal group, seldom using internal substitution, perceived that more problem areas of internal substitution presented a greater degree of difficulty than did the principal groups using internal substitution always, very frequently and occasionally; (4) the Spearman correlation coefficients showed that a positive association existed, at the .01 level, between the rankings of the internal possible problem areas by the principal group using internal substitution always and the principal group using internal substitution very frequently.

Opinions concerning various types of substitute teacher services indicated that the principals in this study tended to agree



that: a body of permanently employed substitute teachers with full teacher privileges should be hired to work in the school system; the on-call substitute teachers should be assigned to work in a group of schools of the same grade level; and the substitute teacher should be trained in the regular teachers' area of specialization. The percentage response of the principals perceiving that internal substitution and "mostly internal, some on-call," were the best methods of providing for an absent teacher, increased as the grade level increased.

Written comments generally elaborated upon the teaching functions and the possible problem areas mentioned in the questionnaire. Most of the principals at the senior high school level felt that on-call substitute teachers were only necessary in the case of long term teacher absence. The principals stated that internal substitution was better than on-call substitution, and the most effective internal substitution took place when teachers substituted within their own department. The principals perceived that internal substitution resulted in a better learning situation, fewer discipline problems, and better communication between substitute and regular teacher. Many principals felt that the present "tight-staffing" policy did not allow substitution to operate as effectively as it should. Morale problems developed in situations where: the teachers felt that they were required to provide more internal substitution than other staff members; the teachers perceived that certain staff members were taking advantage of the internal



substitution system; and the teachers were required to substitute outside their own area frequently.

The principals at the junior high school level generally felt that internal substitution was better than on-call substitution. However, many principals perceived that the present internal substitution method often resulted in teachers losing their preparation periods and teachers being required to provide substitution outside their area of preparation. The pressure exerted by the staff on individual teachers to avoid absences often resulted in poor staff relations and morale problems.

The principals at the elementary level expressed general satisfaction with on-call substitution. The principals felt that the establishment of a body of permanently employed substitute teachers would insure better trained teachers at the elementary level. Internal substitution at this level was usually provided by: (1) the principal or the vice principal; (2) the teachers with a spare period or preparation period; (3) the grouping of classes together; and (4) the distributing of students among other classes of the same grade level.



## Chapter 6

### COMPARISON OF OPINIONS OF CLASSROOM TEACHERS, PRINCIPALS, ON-CALL SUBSTITUTES, AND CENTRAL OFFICE PERSONNEL

Data from "Questionnaire to Teachers", the "Questionnaire to Principals", the "Questionnaire to On-call Substitute Teachers", and the "Question List to Central Office Personnel", are compared in this chapter. Analysis is conducted on the teaching functions, the possible problem areas, and the opinions of various types of substitute teacher services.

#### ANALYSIS OF TEACHING FUNCTIONS

This section concerns the analysis of on-call and internal teaching functions as perceived by: the classroom teachers, (Part II of the "Questionnaire to Teachers"), the principals (Part III of the "Questionnaire to Principals"), and the on-call substitutes, (Part III of the "Questionnaire to the On-call Substitutes").

#### On-call Substitution

The on-call substitute teacher group perceived that they performed the teaching functions to a greater extent than was perceived by the regular teacher and the principal groups. The principal group perceived that on-call substitutes performed most of the listed functions to a greater extent than was perceived by the regular teacher group.

Table 6.1 shows that between the regular teacher, the principal, and the on-call substitute teacher groups, significant





Table 6.1

MEAN EXTENT TO WHICH REGULAR TEACHERS, PRINCIPALS, AND ON-CALL  
SUBSTITUTE TEACHERS PERCEIVE THAT ON-CALL SUBSTITUTES  
PERFORM SPECIFIED FUNCTIONS

On-call Substitution Functions	MEANS*			p
	Regular Teachers (729-944)	Principals (64-71)	On-call Substitutes (204-233)	
Range of N				
1. Review previous lesson content.	1.65	1.91	2.47	.01
2. Teach new content.	1.91	2.32	2.38	.01
3. Teach lesson planned by regular teacher.	2.57	2.97	3.51	.01
4. Use variety of instructional methods.	1.83	2.11	2.88	.01
5. Allow students time to do own work in class.	3.11	2.79	2.89	.01
6. Provide discipline necessary for student learning.	2.53	2.56	3.48	.01
7. Allow students to work either individually or in groups.	2.64	2.51	3.11	.01
8. Use audio-visual aids such as T.V., films.	1.95	2.00	2.69	.01
9. Become aware of physical disabilities of students.	1.57	1.57	2.71	.01
10. Become aware of mental and emotional disabilities of students.	1.53	1.60	2.59	.01
11. Ask other teachers for information about students.	1.80	1.99	2.30	.01
12. Use cumulative record cards to obtain information.	1.29	1.19	1.66	.01
13. Report progress to regular teacher upon his/her return.	2.14	2.17	3.12	.01
14. Become involved in events such as athletics, drama, concerts.	1.21	1.30	1.87	.01
15. Participate in staff meetings.	1.37	1.31	1.64	.01

\* Measured by Teacher, Principal and On-call Substitute Questionnaires, (1=Small Extent; 4=Large Extent).



differences were noted for all teaching functions performed by on-call substitutes. The on-call substitute teacher group mean scores were significantly higher than the mean scores of the regular teacher and the principal groups for all functions except, "Allow students time to do own work in class."

The principal group mean scores were significantly higher than the mean scores of the regular teacher group, for the following functions performed by on-call substitutes, "Review previous lesson content", "Teach new content", "Teach lesson planned by regular teacher", and "Use a variety of instructional methods."

The regular teacher group mean scores were significantly higher than the mean scores of the principal and the on-call substitute teacher groups for the on-call teaching function, "Allow students time to do own work in class."

#### Internal Substitution

The principal group perceived that internal substitute teachers performed most teaching functions to a greater extent than was perceived by the regular teacher group.

Table 6.2 shows that between the principal and the regular teacher groups, significant differences were noted for all teaching functions, performed by internal substitutes except, "Allow students to work either individually or in groups." The principal group mean scores were significantly higher than the mean scores for the regular teacher group for all functions except, "Allow students time to do own work in class" and "Allow students to work either individually or in groups."



Table 6.2

MEAN EXTENT TO WHICH REGULAR TEACHERS AND PRINCIPALS PERCEIVE  
THAT INTERNAL SUBSTITUTES PERFORM SPECIFIED FUNCTIONS

Internal Substitution Functions Range of N	MEANS*		p
	Regular Teachers (582-705)	Principals (49-54)	
1. Review previous lesson content.	1.84	2.55	.01
2. Teach new content.	2.01	2.77	.01
3. Teach lesson planned by regular teacher.	2.58	3.17	.01
4. Use variety of instructional methods.	2.22	2.84	.01
5. Allow students time to do own work in class.	3.20	2.53	.01
6. Provide discipline necessary for pupil learning.	3.19	3.41	.05
7. Allow students to work either individually or in groups.	3.01	2.96	.69
8. Use audio-visual aids such as T.V., films.	2.34	3.00	.01
9. Become aware of physical disabilities of students.	2.21	2.91	.01
10. Become aware of mental and emotional disabilities of student.	2.15	2.89	.01
11. Ask other teachers for information about students.	2.38	2.94	.01
12. Use cumulative record cards to obtain information.	1.87	2.33	.01
13. Report progress to regular teacher upon his/her return.	2.78	3.30	.01

\* Measured by Teacher and Principal Questionnaires,  
(1=Small Extent; 4=Large Extent).



The regular teacher group mean score was significantly higher than the mean score of the principal group for the function, "Allow students time to do own work in class."

Table 6.3 summarizes the mean extent to which the principals, the regular teachers, and the on-call substitute teachers perceived that the internal substitutes and the on-call substitutes performed the listed functions.

The principal group perceived that the internal substitutes performed the following functions to a considerable extent: "Teach lesson planned by regular teacher"; "Provide discipline necessary for pupil learning"; "Use audio-visual aids such as T.V., films"; and "Report progress to regular teacher upon his/her return."

The classroom teacher group perceived that the internal substitutes performed the following functions to a considerable extent: "Allow students time to do own work in class"; "Provide discipline necessary for pupil learning"; and "Allow students to work either individually or in groups." The classroom teachers perceived that the on-call substitutes performed the function, "Allow students time to do own work in class," to a considerable extent.

On-call substitute teachers perceived themselves performing the following functions to a considerable extent: "Teach lesson planned by regular teacher"; "Provide discipline necessary for pupil learning"; "Allow students to work either individually or in groups"; and "Report progress to regular teacher upon his/her return."

The principal group perceived that the internal substitutes performed the functions to a significantly greater degree than did





Table 6.3

MEAN EXTENT\* TO WHICH PRINCIPALS, TEACHERS, AND ON-CALL SUBSTITUTES PERCEIVE THAT INTERNAL SUBSTITUTES AND ON-CALL SUBSTITUTES PERFORM FUNCTIONS

FUNCTIONS	Extent of performance by internal substitutes as perceived by:				Extent of performance by on-call substitutes as perceived by:				t test probability levels					
	N =	(a) principals		(b) teachers	(c) principals		(d) teachers	(e) on-call subs.	(a)	(b)	(c)	(d)	(e)	
		49-54	582-705	1.84	64-71	729-944	204-233							
1. Review previous lesson content.	2.55	2.77	2.01	1.84	2.32	1.91	1.65	2.57	.01	.01	.01	.01	.01	.01
2. Teach new content.		3.17	2.58		2.32	1.91	2.38		.01	.01	.01	.04	.01	.01
3. Teach lesson planned by regular teacher		2.84	2.22		2.11	1.83	2.88		.01	.11	.89	.01	.01	.01
4. Use variety of instructional methods.		2.53	3.20		2.79	3.11	2.89		.01	.01	.01	.01	.01	.01
5. Allow students time to do own work in class.		3.41	3.19		2.56	2.53	3.48		.01	.13	.05	.01	.01	.45
6. Provide discipline necessary for student learning.		2.96	3.01		2.51	2.64	3.11		.05	.01	.01	.01	.78	.01
7. Allow students to work either individually or in groups.		3.00	2.34		2.00	1.95	2.69		.69	.01	.01	.12	.29	.01
8. Use audio-visual aids such as T.V., films.		2.91	2.21		1.57	1.57	2.71		.01	.01	.01	.01	.93	.01
9. Become aware of physical disabilities of students.		2.89	2.15		1.60	1.53	2.59		.01	.01	.01	.37	.51	.01
10. Become aware of mental and emotional disabilities of students.		2.94	2.38		1.99	1.80	2.30		.01	.01	.01	.03	.10	.02
11. Ask other teachers for information about students.		2.33	1.87		1.19	1.29	1.66		.01	.01	.01	.01	.26	.01
12. Use cumulative record cards to obtain information.		3.30	2.78		2.17	2.14	3.12		.01	.01	.01	.01	.76	.01
13. Report progress to regular teacher upon his/her return.		-	-		1.30	1.21	1.87		-	-	-	-	.22	.01
14. Become involved in events such as athletics, drama, concerts.		-	-		1.31	1.37	1.64		-	-	-	-	.55	.01
15. Participate in staff meetings.		-	-		-	-	-		-	-	-	-	-	-
* Measured by Principal, Teacher, and On-Call Substitute Teacher Questionnaires (1=Small Extent; 4=Large Extent)		-	-		-	-	-		-	-	-	-	-	-



the on-call substitutes (columns (a) and (c)), except for the functions, "Teach lesson planned by regular teacher" and "Allow students time to do own work in class."

The classroom teacher group perceived that the internal substitutes performed the functions to a significantly greater degree than did the on-call substitutes (columns (b) and (d)), except for the function, "Teach lesson planned by regular teacher."

On-call substitute teachers perceived that they performed eight functions to a significantly greater extent than regular teachers perceived that internal substitutes performed these functions (columns (e) and (b)). These functions were, "Review previous lesson content", "Teach new content", "Teach lesson planned by regular teacher", "Use variety of instructional methods", "Provide discipline necessary for pupil learning", "Use audio-visual aids such as T.V., films", "Become aware of physical disabilities of students", and "Report progress to regular teacher upon his/her return." The classroom teachers perceived that the external substitutes performed three functions to a significantly greater extent than the on-call substitutes perceived themselves performing these functions. The functions were, "Allow students time to do own work in class", "Ask other teachers for information about students", and "Use cumulative record cards."

The degree to which classroom teachers perceived that the function "Allow students time to do work in class" was performed by both internal and on-call substitutes, may be the basis



for the many comments written in on the questionnaire relating to the "baby-sitting" aspect of substitute teaching.

#### ANALYSIS OF POSSIBLE PROBLEM AREAS

This section concerns the analysis of possible problem areas as assessed in Part III of the "Questionnaire to Teachers", Part IV of the "Questionnaire to Principals", Part IV of the "Questionnaire to On-call Substitutes", and Part I of the "Question List to Central Office Personnel."

#### ON-CALL SUBSTITUTION

The possible problem areas of on-call substitution listed on the three questionnaires were ranked. Table 6.4 shows that there was a relatively small degree of difficulty associated with on-call substitution as perceived by the on-call substitutes, the regular teachers, and the principals.

The five highest ranked problem areas of on-call substitution perceived by the on-call substitutes concerned; (1) the lack of opportunity to evaluate own performance; (2) the lack of lesson plans; (3) the attitude of students when regular teacher is absent; (4) the lack of contact with the regular teacher, if the regular teacher is absent several days; and (5) the lack of encouragement to feel part of the teaching team. In previous research, most of these areas are ranked as being problematic. Curry (1968:114) stated that, "the lack of lesson plans is the major obstacle to effective teaching."



Table 6.4

FIVE HIGHEST RANKED MEAN DIFFICULTY SCORES OF POSSIBLE PROBLEM AREAS FOR ON-CALL SUBSTITUTION PERCEIVED BY REGULAR TEACHERS, PRINCIPALS, AND ON-CALL SUBSTITUTE TEACHERS

PROBLEM AREAS OF ON-CALL SUBSTITUTION						
Rank	Perceived by Regular Teachers	Mean* Score	Perceived by Principals	Mean* Score	Perceived by On-call Substitutes	Mean* Score
1	No written report of work completed	2.04	Evaluation of on-call substitute teacher performance	2.55	Lack of opportunity to evaluate own performance	2.28
2	Same substitute not retained if teacher absent for several days	2.04	Student discipline	2.26	Lack of lesson plans	2.26
3	Lesson plan not followed	1.82	Substitutes do not report matters of concern	2.25	Attitude of students when regular teacher is absent	2.16
4	Extra duties of regular teacher not assumed by substitute	1.74	Extra duties of regular teacher not assumed by substitute	2.18	Substitute teacher not contacted by regular teacher if regular teacher absent several days	2.06
5	Regular teacher not contacted by substitute if regular teacher absent several days	1.73	Substitute teacher arriving late	2.04	Not encouraged to feel part of teaching team	2.03

\* Measured by Respective Questionnaires,  
(1=Little Difficulty; 4=Considerable Difficulty).





Lambert (1955:137) ranked the lack of lesson plans as being most problematic, while Kozeluk (1970:82), ranked the attitude of students as being the most problematic area of on-call substitute teaching.

The five highest ranked problem areas of on-call substitution perceived by the regular teachers concerned: (1) the lack of written reports of work completed by substitute teacher; (2) not having the same substitute teacher if absent several days; (3) the lesson plan was not followed; (4) the extra duties of the regular teacher not assumed by substitute teacher; and (5) the regular teacher not contacted by substitute if absent several days. The study completed by Kozeluk (1970:99) showed that the areas, "Lesson plan was not followed", "Lack of contact between regular teacher and substitute teacher", and "No written report of work completed by substitute teacher", were all among the five highest ranked problem areas of on-call substitution as perceived by the regular teachers.

The five highest ranked problem areas of on-call substitution perceived by the principals concerned: (1) the evaluation of on-call substitute teachers; (2) the student discipline; (3) the substitute teachers not reporting matters of concern; (4) the extra duties of the regular teacher not assumed by the substitute teacher; and (5) the substitute teacher arriving late. The frequency of principals observing on-call substitute teachers, reported in Chapter 3, would justify the high ranking accorded this problem area by the principals.



### Comments of Central Office Personnel

The interviews with the personnel officers of both school systems, using the "Question list to Central Office Personnel," resulted in comments concerning the following areas of on-call substitution: recruitment; selection; assignment; evaluation; inservice training; and orientation.

Recruitment. On-call substitute teachers were not actively recruited in either school system. The usual practice involved a potential substitute teacher filling out an application form at the central administrative offices.

The importance of an active recruitment program to improve substitute teacher services was stressed in the research of MacVittie (1954:101), Lambert (1955:248), and Warren (1964:141).

Selection. On-call substitute teachers were selected basically according to their certification. Teachers not having "black marks" against them are taken on as substitute teachers. There are no specific selection procedures used in either school system, however, the area of specialization or training is very important in actually being assigned to substitute on a regular basis.

Warren (1964:138) and Kozeluk (1970:109) regarded the selection of on-call substitute teachers as being a very important aspect in the development of an effective substitute teaching corps. Harmon (1965:299) and Curry (1968:186) felt that the selection of the



substitute teachers was just as important as the selection of the regular teachers and the same selection procedures should be used.

Assignment. The personnel officers in both school systems perceived the problem of "fitting the on-call substitute to the proper assignment." The actual assignments of on-call substitute teachers were made by the secretaries in charge of substitute teacher assignment in both school system.

The importance of this area in substitute teaching was stressed in the research of Lambert (1955:222), Forcina (1955:124) and Kozeluk (1970:109). Lambert (1955:223) stated that:

Elimination or reducing the amount of out-of-field teachers among those on the day-to-day substitute staff is a far more difficult problem. The best hope lies in more effective methods of recruiting day-to-day substitutes and in giving more attention to the distribution of personnel on this staff by school divisions and by subject-matter fields.

Several researchers mentioned that with the establishment of full-time substitute teachers, the problem of misassignment would be reduced considerably.

Evaluation. The evaluation of on-call substitute teachers was provided by the principal of the school involved and the regular teacher substituted for. The copies of the evaluations are forwarded by the principal to central office and the on-call substitute teacher receives a copy of these evaluations. Ideally, this evaluation process is conducted on every on-call substitute teacher for every substitute teacher assignment.



The lack of opportunity to evaluate their own performance was ranked as being most problematic in the possible problem areas of on-call substitute teachers. Most of the research emphasized the importance of evaluating on-call substitute teachers frequently. Harman (1964:302) and Durkin (1965:233) advocated the establishment of a comprehensive evaluation procedure for on-call substitute teachers involving principals, regular teachers, and substitute teachers. This evaluation would result in the rating of substitute teachers by central office personnel.

Inservice training. The inservice training programs for on-call substitute teachers were very limited. There was no regularly scheduled inservice training for on-call substitute teachers available in either school system.

The research in this area has revealed an almost total lack of provision for inservice training of on-call substitute teachers. Recommendations for implementation of inservice training for on-call substitute teachers have been made by MacVittie (1954:159), Lambert (1955:255), Forcina (1958:124), Warren (1964:139), Harman (1964:302), Durkin (1965:220), Curry (1968:189), and Kozeluk (1970:109).

Orientation. Both school systems provided on-call substitute teachers with a special folder containing considerable general information and in particular the policies, procedures, and regulations concerning substitute teaching in the particular school system. Ideally, information was to be left in each classroom of the





school system indicating seating plans, names, specific duties (playground or hall supervision), access to necessary texts and related materials, and position of class with respect to the subject matter.

The importance of proper orientation to the school system and particular schools has been advocated by several researchers. MacVittie (1954:158) and Harmon (1964:303) advocated a guided tour of the school system, facilities, and an orientation to the teaching methods used in schools, as being necessary for new substitute teachers.

#### INTERNAL SUBSTITUTION

Of the eight possible problem areas of internal substitution listed in the "Questionnaire to Teachers" and the seven possible problem areas of internal substitution listed in the "Questionnaire to Principals," five of these possible problem areas were common to both questionnaires.

The principal group perceived that these problem areas of internal substitution presented a greater degree of difficulty than was perceived by the regular teacher group, except for the problem area, "Teachers are required to forego preparation periods."

Table 6.5 shows that the Spearman correlation coefficient indicated that a positive correlation existed between the rankings of these problem areas by the principal and teacher groups.



Table 6.5

RANKS AND SPEARMAN CORRELATION COEFFICIENT OF MEAN EXTENT TO WHICH  
REGULAR TEACHERS AND PRINCIPALS PERCEIVE THE EXISTENCE OF  
SPECIFIED PROBLEMS OF INTERNAL SUBSTITUTION TEACHING

Internal Substitution Possible Problem Areas Range of N	Teachers		Principals		p
	Means*	Rank	Means*	Rank	
	(513-461)		(49-40)		
1. Teachers receive short notice.	2.58	1	2.86	1	.12
2. Teachers are required to forego preparation periods.	2.52	2	2.79	2	.14
3. Teachers required to substitute outside own area.	2.35	3	2.32	3	.87
4. Attitude of students when regular teacher is absent.	1.78	4	2.10	4	.03
5. Class size has to be increased, e.g. classes are doubled.	1.42	5	1.93	5	.01
-----					
Spearman Correlation Coefficient					
1.000**					

\* Measured by Teacher and Principal Questionnaires,  
(1=Little Difficulty; 4=Considerable Difficulty).

\*\* Significant at the .01 level.



The possible problem areas of internal substitution listed on the "Questionnaire to Teachers" and the "Questionnaire to Principals" were ranked. Table 6.6 shows that certain aspects of internal substitution presented a considerable degree of difficulty to both the teacher and principal groups.

The five highest ranked problem areas of internal substitution perceived by the principals concerned: (1) short notice; (2) the teachers having to forego their preparation periods; (3) the teachers being required to substitute outside their own subject area; (4) staff morale; and (5) the attitude of students when the regular teacher is absent.

The five highest ranked problem areas of internal substitution perceived by the regular teachers concerned: (1) short notice; (2) not being familiar with the progress of the class; (3) having to forego preparation periods; (4) being required to substitute outside own subject area; and (5) the lack of lesson plans.

The regular teacher group perceived that the problem areas of internal substitution presented a greater degree of difficulty than did the problem areas of on-call substitution. The principal group perceived that two problem areas of internal substitution presented a greater degree of difficulty than any of the problem areas of on-call substitution: these were the areas, "Short notice" and "Teachers have to forego their preparation periods."



Table 6.6

FIVE HIGHEST RANKED MEAN DIFFICULTY SCORES OF POSSIBLE PROBLEM  
AREAS FOR INTERNAL SUBSTITUTION PERCEIVED BY  
REGULAR TEACHERS AND PRINCIPALS

Rank	PROBLEM AREAS OF INTERNAL SUBSTITUTION			
	Perceived by Regular Teachers	Mean* Score	Perceived by Principals	Mean* Score
1	Short notice	2.58	Short notice	2.86
2	Not familiar with progress of class	2.58	Teachers have to forego preparation periods	2.79
3	Have to forego preparation periods	2.52	Teacher required to substitute outside own subject area	2.32
4	Required to substitute outside own subject area	2.35	Staff morale	2.14
5	Lack of lesson plans	2.31	Attitude of students when regular teacher is absent	2.10

\* Measured by Respective Questionnaires,  
(1=Little Difficulty; 4=Considerable Difficulty).





### Comments of Central Office Personnel

Interviews with the personnel officers of both school systems, using the "Question List to Central Office Personnel," resulted in comments concerning the following two areas of internal substitution: the staffing for internal substitution; and the problems preventing greater use of internal substitution.

Staffing for internal substitution. The personnel officers of both school systems felt that internal substitution was the most efficient method of substitution especially at the senior high school levels. Internal substitution was perceived as providing a "continuous educational climate." The personnel officers emphasized the fact that teachers providing internal substitution received the appropriate amount of non-teaching time for this purpose.

Both the principal and teacher groups perceived the loss of preparation periods as being very problematic. Several principals commented upon the fact that the allocation of supernumerary personnel to allow internal substitution was not sufficient to meet the substitution needs.

Greater use of internal substitution. In both school systems the personnel officers mentioned the financial restrictions in implementing internal substitution to a greater extent. One of the systems responded, "Budget restrictions forbid hiring as many substitutes as are needed."



The financial restrictions under which all school boards must operate presents a very definite problem in providing substitute teacher services. In evaluating the perceived effectiveness of different types of substitute teacher services, the cost-benefit approach should also be considered.

## OPINIONS

Opinions concerning various types of substitute teacher services as assessed in Part IV of the "Questionnaire to Teachers", Part II of the "Questionnaire to Principals", Part II of the "Questionnaire to On-call Substitute Teachers", and Part II of the "Question List to Central Office Personnel", are examined in this section.

### Permanent Substitute Teachers

The regular teachers, the principals and the on-call substitute teachers were asked to respond to the question, "Do you feel that a body of permanently employed substitute teachers with full teacher privileges should be hired to work in the school system?" Analysis of the responses showed that 78 percent of the on-call substitutes, .76 percent of the regular teachers, and 73 percent of the principals indicated "yes."

In responding to this question, the personnel officers of the two school systems felt that this would be a desirable practice but some concern was expressed concerning the financial resources necessary to implement such a practice.



### Type of Substitute Teacher Service by Grade Level

The regular teachers, the principals and the on-call substitute teachers were asked to indicate the type of substitute teacher service they perceived as being the most effective at specific grade levels. Table 6.7 shows that at the elementary and junior high levels, the greater percentage of regular teachers perceived that on-call substitution provided the best "teaching-learning" situation. The greater percentage of teachers at the senior high level perceived that internal substitution provided the best "teaching-learning" situation.

The greater percentage of principals at the elementary level perceived that on-call substitution provided the best "teaching-learning" situation. The greater percentage of principals at the junior high and senior high school levels perceived that internal substitution provided the best "teaching-learning" situation.

The percentage responses of the on-call substitutes were fairly evenly distributed between on-call and internal substitution at the elementary level. The greater percentage of on-call substitutes teaching at the junior high school and the senior high school levels perceived that internal substitution provided the best "teaching-learning" situation.

The perceived effectiveness of both (1) Internal substitution and (2) "Mostly internal, some on-call substitution" increased with increasing grade level for each group of respondents, except for the responses of the on-call substitutes to "Mostly internal, some



Table 6.7  
PREFERENCES OF VARIOUS GROUPS FOR MOST EFFECTIVE TYPE OF SUBSTITUTE TEACHER SERVICE

Type of Sub-stitute Teacher Service	INSTRUCTIONAL LEVELS								
	Elementary		Junior High		Senior High				
	Principals	Teachers Sub-stitutes	Principals	Teachers Sub-stitutes	Principals	Teachers Sub-stitutes			
	(N=49)	(N=502)	(N=203)	(N=16)	(N=232)	(N=121)	(N=17)	(N=622)	(N=86)
Internal Substitution	19%	13%	26%	44%	20%	32%	47%	35%	44%
Mostly Internal, Some on-call Substitution	19	11	22	36	24	21	42	35	21
Mostly On-call, Some Internal Substitution	17	26	26	8	22	26	5	15	15
On-call Substitution	46	50	26	12	33	22	5	15	20

\* Total of percentages for each row is 100%.





on-call substitution." The perceived effectiveness of both (1) On-call substitution and (2) "Mostly on-call, some internal substitution" decreased with increasing grade level for each group of respondents.

The personnel officers of the two school boards perceived that at the elementary and junior high levels on-call substitution provided the best "teaching-learning" situation. At the senior high school level internal substitution was perceived as providing the best "teaching-learning" situation.

#### Permanent Substitutes to Work in Group of Schools

The regular teachers, the principals and the on-call substitute teachers were asked to give their opinion concerning the employment of a body of permanent substitutes to work in a group of schools of the same grade level. All groups responding were in favor of this practice.

Table 6.8 shows that at the elementary level, 89 percent of the principals, 94 percent of the regular teachers, and 93 percent of the on-call substitutes perceived this practice as being favorable. At the junior high level, 71 percent of the principals, 91 percent of the regular teachers, and 89 percent of the on-call substitutes perceived this practice as being favorable. At the senior high school level, 69 percent of the principals, 76 percent of the regular teachers, and 90 percent of the on-call substitutes perceived this practice as being favorable.







The percentage response of the principals, the regular teachers, and the on-call substitutes perceiving this practice as unfavorable increased as the grade level increased.

The personnel officers of both school systems perceived that the employment of a body of permanent substitutes to work in a group of schools was a very favorable practice at all grade levels.

#### Substitutes Trained in Regular Teacher's Area

As mentioned previously in the study, the misassignment of substitute teachers is one of the major problems in developing an effective substitute teacher service. Several researchers have stated that when misassignment of substitute teachers occurs frequently, the image of all substitute teachers is affected.

The regular teachers, the principals and the on-call substitute teachers were asked to respond to the question, "Should teachers providing substitution be trained in the regular teacher's area of specialization?" In this study, 68 percent of the principals, 60 percent of the regular teachers, and 61 percent of the on-call substitute teachers agreed that this would be a "preferable" situation. In addition, 24 percent of the principals, 28 percent of the classroom teachers, and 18 percent of the on-call substitute teachers felt that the practice should be "essential" for substitute teachers.



## SUMMARY

The principal group and the regular teacher group perceived that the internal substitute teachers performed the listed functions to a greater extent than the on-call substitute teachers performed these functions. The on-call substitute teacher group perceived themselves performing the listed functions to a greater extent than was perceived by the principal and the regular teacher groups. The principal group perceived that on-call substitute teachers performed most of the listed functions to a greater extent than was perceived by the regular teacher group. The teaching function, which is the stated purpose of providing substitution, was perceived by groups as being performed to a relatively small extent.

The problem areas associated with internal substitution were perceived by the principal group and the teacher group as presenting more difficulty than did the problem areas involved with on-call substitution. The on-call substitute teacher group did not perceive the problem areas of on-call substitution as presenting a considerable degree of difficulty.

Interviews with personnel officers of both school systems revealed that: (1) there was no active recruitment of on-call substitute teachers; (2) selections of on-call substitute teachers were made on basis of certification; (3) assignment of on-call substitute teachers was the responsibility of secretaries in charge of substitute teacher assignment; (4) evaluation of substitute teachers was conducted by both the principal and the regular teacher





involved; (5) there was a lack of inservice training for on-call substitute teachers; and (6) orientation of on-call substitute teachers consisted of providing each on-call substitute teacher with a "substitute teacher folder."

In responding to present and suggested substitute teacher services, the principals, the teachers, and the on-call substitutes generally agreed that: (1) positions of full-time substitute teachers should be established with full teacher privileges; (2) a body of permanent substitute teachers should be hired to work in a group of schools of the same grade level; and (3) the teachers providing substitution should preferably be trained in the regular teacher's area of specialization. The personnel officers of both school systems perceived that the employment of a body of permanent substitute teachers to work in a group of schools was a very favorable practice at all grade levels.

The principals, the regular teachers, and the personnel officers of both school systems perceived that on-call substitution was the most effective method of providing for an absent teacher at the elementary level. The perceptions of internal substitution as the most effective method of substitution increased with the grade level being taught.

In general the perceptions of the various groups did not indicate any obvious advantage of one type of substitution over the other.



## Chapter 7

### SUMMARY AND CONCLUSION

The major purpose of this study was to obtain information and opinions related to the on-call and internal methods of substituting during the absence of a regular teacher in the two school systems of Edmonton, Alberta. Specific purposes of the study were to determine the extent to which on-call and internal substitute teachers performed the listed teaching functions, examine the possible problem areas associated with on-call and internal substitution, describe opinions concerning various types of substitute teacher services, and to compile descriptive statistics about the regular teacher sample and the on-call substitute teacher population. This chapter provides a summary of the study, states conclusions arising from the study and gives suggestions for further studies in the area of substitute teaching.

#### Summary of Teaching Functions

On-call substitutes. (1) The on-call substitute teachers perceived themselves performing the listed functions to a greater extent than was perceived by the principals and the regular teachers. (2) The female on-call substitutes perceived themselves performing the listed functions to a greater extent than did the male on-call substitute teachers. (3) The on-call substitutes teaching at the elementary level perceived themselves performing the listed functions to a greater extent than did the on-call substitutes teaching at the



junior high and the senior high levels.

Regular teachers. (1) The regular teachers perceived that the internal substitute teachers performed the listed functions to a greater extent than did the on-call substitute teachers. (2) The female teachers perceived that the internal substitute teachers performed the listed functions to a greater extent than did the male teachers. (3) The teachers at the elementary school level perceived that the internal substitutes performed the listed functions to a greater extent than was perceived by the senior high school teachers. (4) The female teachers perceived that the on-call substitutes performed the listed functions to a greater extent than did the male teachers. (5) The teachers at the elementary level perceived that the on-call substitutes performed the listed functions to a greater extent than did the junior high and senior high school teachers.

Principals. (1) Principals perceived that the internal substitute teachers performed the listed functions to a greater extent than was perceived by the regular teachers and the on-call substitute teachers. (2) The male principals perceived that the internal substitutes performed the listed functions to a greater extent than did the female principals. (3) The principals at the junior high level perceived that the internal substitutes performed the listed functions to a greater extent than was perceived by the elementary and the senior high principals. (4) The female principals perceived that on-call substitutes performed the listed functions to a greater extent than did the male principals. (5) The principals at the elementary school level perceived that the on-call



substitute teachers performed the listed functions to a greater extent than was perceived by the junior high and senior high principals.

#### Summary of Problem Areas

On-call substitutes. (1) On-call substitute teachers did not perceive that the problem areas of on-call substitution presented a considerable degree of difficulty. (2) The male on-call substitutes perceived a greater degree of difficulty with the listed problem areas than did the female on-call substitute teachers. (3) The on-call substitutes teaching in the junior and the senior high school perceived a greater degree of difficulty with the listed problem areas, than did the on-call substitutes teaching in the elementary school.

Regular teachers. (1) The regular teachers perceived that the problem areas associated with internal substitution presented greater difficulty than did the problem areas associated with on-call substitution. (2) The female teachers perceived that the problem areas of internal substitution presented a greater degree of difficulty than did the male teachers. (3) The senior high school and the junior high school teachers perceived that the problem areas of internal substitution presented a greater degree of difficulty than did the elementary school teachers. (4) The male teachers perceived that the problem areas of on-call substitution presented a greater degree of difficulty than was perceived by the female teachers. (5) The





senior high school and the junior high school teachers perceived that the problem areas of on-call substitution presented a greater degree of difficulty than did the elementary school teachers.

Principals. (1) The principals perceived that some problem areas associated with internal substitution presented greater difficulty than the problem areas associated with on-call substitution. (2) The female principals perceived the problem areas of internal substitution presented greater difficulty than did the male principals. (3) The elementary and senior high school principals perceived the problem areas of internal substitution presented greater difficulty than did the junior high school principals. (4) The male principals perceived the problem areas of on-call substitution presented a greater degree of difficulty than did the female principals. (5) The junior high principals perceived the problem areas of on-call substitution presented a greater degree of difficulty than did the elementary and the senior high principals.

#### Opinions of Various Substitute Teacher Services

Opinions concerning the present and suggested substitute teacher services indicated that the principals, the regular teachers, the on-call substitute teachers and the personnel officers of both school boards generally agreed that: (1) positions of full-time substitute teachers should be established with full teacher privileges; (2) a body of permanent substitute teachers should be hired to work in a group of schools of the same grade level; (3) teachers providing



substitution should preferably be trained in the regular teacher's area of specialization; and (4) the preference for internal substitution, as the method providing the best "teaching-learning" situation, increased as the grade level increased.

#### Characteristics of On-call Substitute and Regular Teacher Samples

On-call substitutes. Analysis of the personal, professional, and employment characteristics of the on-call substitute teacher sample showed that: (1) the female substitute teachers represented four-fifths of the substitute teacher sample; (2) approximately one-quarter of the substitute teachers were under 25 years of age; (3) thirty percent of the on-call substitute teacher sample had one or more degrees; (4) over one-quarter of the on-call substitute teacher sample had been enrolled as full-time university students within the last year; (5) thirty-six percent of the on-call substitute teacher sample had completed a university credit course within the last year; (6) approximately one-quarter of the on-call substitute teacher sample had one year or less experience as a regular classroom teacher; (7) over 50 percent of the on-call substitute teacher sample had only one year of substitute teaching experience; (8) the on-call substitute teachers taught for an average of 14 different classroom teachers in the period from September to December, 1970; and (9) the on-call substitute teachers taught for an average of 22 days during the period from September to December, 1970.



Regular teachers. Analysis of the professional characteristics and the demand for substitute teacher services indicated by the regular teacher sample showed that: (1) over 78 percent of the teacher sample had four or more years post-secondary education; (2) the mean number of years teaching experience of the teacher sample was 9.7 years; (3) sixty percent of the teacher sample had another teacher take over their classes in the period from September to December, 1970; (4) the average number of days that a substitute teacher was required by the teacher sample, in the period from September to December, 1970, was 3.5 days; (5) thirty-seven percent of the teacher sample provided internal substitution in the period from September to December, 1970; (6) of the teachers providing internal substitution during the given period, 72 percent indicated that they had provided substitution outside their own subject area.

### Conclusion

The need for substitute teachers is increasing because school systems, concerned with improving their instructional program, are providing teachers with released time to work on non-instructional activities such as curriculum development, to participate in inservice training programs, and to attend professional meetings. This increase in the amount and type of demand for substitution emphasizes the need for a combination of substitute services to provide the most effective coverage.



To be effective, internal substitution requires two administrative considerations. First, sufficient time must be allocated to selected teaching personnel to provide substitute teaching services. If teachers are required to use their preparation periods in which to substitute for other teachers, students may in effect be given a study period. Second, misassignment of internal substitute teachers should be avoided. Internal substitution within the same subject area or grade level may not always be possible. However, when a teacher of English, for example, provides internal substitution in the sciences, the value may be questionable.

A great deal of criticism concerning substitute teaching has been directed at the inadequacies of the on-call substitute teachers or the system under which they operate. Today, in many areas of Canada, a surplus of trained teachers exists. This situation makes feasible a suggestion first proposed in an article in *The Nation's Schools* in 1931, and supported by the quoted studies, that school systems employ full-time, half-time, and quarter-time substitute teachers as a means of improving the quality of the substitute teacher service. The adoption of this service would not eliminate the need for temporary day-to-day substitutes, but it would greatly reduce the total workload carried by such teachers.

The hiring of full-time substitutes has many advantages, the most obvious of which are as follows:

- (1) The full-time substitute teachers could be selected as carefully as regular classroom teachers, and except for the fact that they





would be moving from school to school, they would be treated as regular teachers.

(2) Full-time substitute teachers would allow better orientation and inservice training programs. A more complete orientation of the school system would be possible and could involve particular schools and various instructional approaches being used in the system. Full-time substitute teachers would be available for regular inservice training and program evaluation.

(3) The hiring of full-time substitute teachers also allows for a greater degree of selectivity in building an on-call substitute teacher staff. Many of the best substitute teachers were once classroom teachers, but for various reasons do not want to be employed full-time.

(4) A full-time substitute teacher selection could include teachers trained in specialized areas such as industrial arts or home economics, which are difficult to cover through present on-call or internal substitution methods.

(5) In larger systems, teacher services including full-time, half-time and on-call substitute teachers could be grouped to serve a particular area. This grouping might lead to better working relationships among teachers providing the substitute teaching service and regular teachers.

The development of a comprehensive substitute teacher service depends upon the ability of staffing officers to project accurately the variety of substitute teacher needs and the associated costs.



This information would allow determination of the most effective combination of the various types of substitute teacher services.

#### Suggestions for Further Study

During the course of the present study three possibilities for further investigation became apparent. First, a detailed analysis of teacher absenteeism would provide valuable information for the selection, orientation, and assignment of substitute teachers. The analysis of teacher absenteeism should involve the following criteria: (1) reason for teacher absence; (2) length of time of teacher absence; (3) teacher absences by days of the week, months, and seasons; and (4) teacher absences by subject area and grade level. This type of detailed analysis would provide some of the information necessary to conduct a cost-benefit analysis of substitute teacher services. A cost analysis would allow administrators to determine the relative costs of different types of substitute teacher services necessary to provide for the various types of teacher absenteeism.

Several studies have been conducted in the area of substitute teaching but unfortunately the results of these studies are not widely circulated. An analysis and dissemination of these research findings and the various substitute teacher practices could be of considerable value to administrators concerned with substitute teaching services.

A final suggestion for further study is to conduct a Canada-wide survey to determine the extent to which on-call, internal, and full-time substitute teachers are utilized in the different provinces.



There is a definite lack of information concerning substitute teacher practices in other provinces and such a survey could determine the extent to which substitute teachers are utilized in elementary and secondary education in Canada.



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APPENDIX A  
LETTERS OF TRANSMITTAL





January 29, 1971

Dear Principal:

Dr. H. Mosychuk has informed you that we are conducting a study, sponsored by Service Research, E.P.S.D., of the relative advantages and disadvantages associated with the on-call and internal methods of substituting for absent teachers.

We are relying on four sources of data and opinions:

1. Principals
2. Regular classroom teachers
3. On-call substitute teachers
4. Central office personnel

Would you please complete the multilithed yellow questionnaire marked P, and distribute the printed green questionnaires to all other educational staff, (not to on-call substitutes), with the request that they be completed as soon as possible.

To facilitate collection, would you please place all completed questionnaires in the enclosed envelope and return directly to the above address by February 22, 1971.

The results of analysis of the supplied information will be forwarded to the Edmonton Public School District. Individual responses will of course remain confidential.

Yours sincerely,

E.A. Holdaway, Associate Professor

J.A. Bentham, Research Assistant





January 29, 1971

Dear Principal:

Mr. F.A. Schneider has informed you that we are conducting a study of the relative advantages and disadvantages associated with the on-call and internal methods of substituting for absent teachers.

We are relying on four sources of data and opinions:

1. Principals
2. Regular classroom teachers
3. On-call substitute teachers
4. Central office personnel

Would you please complete the multilithed yellow questionnaire marked P, and distribute the printed green questionnaires to all other educational staff, (not to on-call substitutes), with the request that they be completed as soon as possible.

To facilitate collection, would you please place all completed questionnaires in the enclosed envelope and return to Dr. E.A. Holdaway, c/o Edmonton Separate School Board, by February 22, 1971.

The results of analysis of the supplied information will be forwarded to the Edmonton Separate School District. Individual responses will of course remain confidential.

Yours sincerely,

E.A. Holdaway, Associate Professor

J.A. Bentham, Research Assistant





January 29, 1971

Dear Teacher:

We are presently conducting a study on Substitute Teacher Services in Edmonton. Both the Edmonton Public School Board and the Edmonton Separate School Board have given their endorsement and assistance in this study. Names and addresses of all substitute teachers, who have been employed in these systems from September to December 1970, have been supplied so that questionnaires could be mailed.

This study is intended to gather facts and opinions concerning the on-call and internal methods of substitution. We are relying on four sources for information concerning substitute teaching, namely, central office personnel, principals, regular classroom teachers, and substitute teachers.

Your assistance in completing the enclosed questionnaire is essential if we are to receive an accurate and total description of substitute teacher services in Edmonton.

Would you please try to return questionnaire in the stamped self-addressed envelope no later than Monday, February 15, 1971.

Thank you in advance for your cooperation and assistance.

Yours sincerely,

E.A. Holdaway, Associate Professor

J.A. Bentham, Research Assistant





APPENDIX B

QUESTIONNAIRE TO TEACHERS



# FUNCTIONS OF SUBSTITUTE TEACHERS

## QUESTIONNAIRE FOR TEACHERS

Research Director: Dr. E. A. Holdaway  
Department of Educational Administration, The University of Alberta.

The purpose of this questionnaire is to obtain information and opinions related to the **on-call** and **internal** methods of **substituting** during the absence of a regular teacher.

**ON-CALL SUBSTITUTE** refers to an external teacher who is assigned and paid on a day to day basis.

**INTERNAL SUBSTITUTE** refers to a full-time teacher taking over a class(es) for an absent teacher on the same staff.

Do **not** write your name on the questionnaire.

Please answer every question, and return the completed questionnaire to the principal who will return them to the University.

THANK YOU FOR YOUR COOPERATION

### PART I DATA

1. Grade levels taught most commonly  
G. 1-3 ..... G. 4-6 ..... G. 7-9 ..... G. 10-12 .....
2. Sex. Male ..... Female .....
3. Total years of teaching and/or educational administration experience (Include present year as a full year.) .....
4. Number of years of post-secondary education allowed for salary .....
5. Subjects most commonly taught (List in order)  
1. .... 2. .... 3. .... 4. If all are taught, e.g., elementary  
teacher, check here .....
6. How many regular periods do you teach per week?  
..... periods out of ..... periods per week.
7. How many different substitute teachers have taught your class(es) between September 1970, to December 1970? (If not applicable, respond N/A) .....
8. How many days have you had a substitute teacher take over your classes in the period from September 1970 to December 1970? (If not applicable, respond N/A) .....
9. For how many hours per month, on average, did you substitute for a regular teacher on your staff in the period from September 1970, to December 1970? (If not applicable, respond N/A) .....
10. For how many different teachers on your staff did you substitute in the period from September 1970, to December 1970? (If not applicable, respond N/A) .....
11. How often were you required to substitute in the period from September 1970, to December 1970, in a subject area outside your training? (If not applicable, respond N/A) .....  
Frequently ..... Commonly ..... Occasionally ..... Seldom ..... Never .....  
4 3 2 1 0

## PART II COMPARISON OF FUNCTIONS PERFORMED BY ON-CALL AND INTERNAL SUBSTITUTE TEACHERS

Indicate by **circling** a **number** the extent to which you feel that substitutes provided by each method perform the listed functions.  
If unable to answer because of lack of knowledge, or **inapplicability** of the question to your school, place an **X** in the CANNOT ANSWER COLUMN.

FUNCTIONS	ON-CALL SUBSTITUTES			INTERNAL SUBSTITUTES				
	Large extent	Small extent	Cannot answer	Large extent	Small extent	Cannot answer		
1. Review previous lesson content.	4	3	2	1	4	3	2	1
2. Teach new content.	4	3	2	1	4	3	2	1
3. Teach lesson planned by regular teacher.	4	3	2	1	4	3	2	1
4. Use a variety of instructional methods.	4	3	2	1	4	3	2	1
5. Allow students time to do own work in class.	4	3	2	1	4	3	2	1
6. Provide discipline necessary for pupil learning.	4	3	2	1	4	3	2	1
7. Allow students to work either individually or in groups.	4	3	2	1	4	3	2	1
8. Use audio-visual aids such as T.V., films.	4	3	2	1	4	3	2	1
9. Become aware of physical disabilities of students.	4	3	2	1	4	3	2	1
10. Become aware of mental and emotional disabilities of students.	4	3	2	1	4	3	2	1
11. Ask other teachers for information about students.	4	3	2	1	4	3	2	1
12. Use cumulative record cards to obtain information.	4	3	2	1	4	3	2	1
13. Become involved in events such as athletics, drama, concerts.	4	3	2	1	4	3	2	1
14. Attend Home and School or similar meetings.	4	3	2	1	4	3	2	1
15. Prepare reports for parents.	4	3	2	1	4	3	2	1
16. Participate in staff meetings.	4	3	2	1	4	3	2	1
17. Report progress to regular teacher upon his/her return.	4	3	2	1	4	3	2	1

**Section A** To be completed by teachers who have had **on-call substitute(s)** replace them during the period from September 1970, to December 1970.

Indicate the extent to which the following conditions have presented difficulties when **on-call substitute** teachers were used in your class(es).

**Circle** one number in each row, **or** place an **X** in the cannot answer column.

Possible Problem Areas	Considerable difficulty				Little difficulty	Cannot answer
1. Lesson plan was not followed.	4	3	2	1		
2. Failure of substitute to contact regular teacher if the teacher is absent over a period of time.	4	3	2	1		
3. Written report of completed work was not left by substitute.	4	3	2	1		
4. Failure of substitute teacher to assume extra duties of the regular teacher.	4	3	2	1		
5. Not having the same substitute assigned to your class if absent more than one day.	4	3	2	1		

**Section B** To be completed by teachers who have substituted for another teacher on your staff in the period from September 1970, to December 1970.

Indicate the extent to which the following conditions have presented difficulties when **you were substituting** for another teacher on your staff.

**Circle** one number in each row, **or** place an **X** in the cannot answer column.

Possible Problem Area	Considerable difficulty				Little difficulty	Cannot answer
1. Class size is increased, e.g., classes are doubled to provide for absent teacher.	4	3	2	1		
2. Lessons are outside your area of preparation, e.g., chemistry teachers assigned to an English class.	4	3	2	1		
3. Required preparation periods are used, e.g., substituting in a period when preparation for a science lab. is required.	4	3	2	1		
4. Short notice.	4	3	2	1		
5. No lesson plan left by regular teacher.	4	3	2	1		
6. Not familiar with the progress of the class.	4	3	2	1		
7. Attitude of students.	4	3	2	1		
8. No seating plan left by regular teacher.	4	3	2	1		

## PART IV OPINIONS

1. Do you feel that a body of permanently employed substitute teachers with full teacher privileges should be hired to work in the school system?

Yes .....

No .....

2. Which of the following substitute teacher services do you feel is the most effective in providing the best teaching-learning situation for the students in **your school**? Please place only one X in the appropriate column(s).

METHOD	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
Internal Substitutes			
On-call Substitutes			
Mostly On-call, some Internal			
Mostly Internal, some On-call			
No Opinion			

3. What is your opinion concerning the employment of a body of permanent substitutes to work in a group of schools of the same grade level as **your school**? Please place only one X in the appropriate column(s).

OPINION	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
Very Favorable			
Favorable			
Unfavorable			
Very Unfavorable			
No Opinion			

4. Should teachers providing substitution be trained in the regular teacher's area of specialization?

1. Yes, essential ..... 2. Yes, preferable ..... 3. Not necessary ..... 4. Undecided .....

5. Please add any comments you wish to make concerning the practice of substitution for a teacher who is temporarily absent.

APPENDIX C  
QUESTIONNAIRE TO PRINCIPALS





QUESTIONNAIRE FOR PRINCIPALS

FUNCTIONS OF SUBSTITUTE TEACHERS

Study Director: Dr. E.A. Holdaway

Department of Educational Administration, University of Alberta

The purpose of this questionnaire is to obtain information and opinions related to the on-call and internal methods of substituting during the absence of a regular teacher.

ON-CALL SUBSTITUTE refers to an external teacher who is assigned and paid on a day-to-day basis.

INTERNAL SUBSTITUTE refers to a full-time teacher taking over a class(es) for an absent teacher on the same staff.

Do not write your name on the questionnaire.

THANK YOU FOR YOUR COOPERATION



1. What levels of instruction does your school provide?

G 1-3 \_\_\_\_\_ G 4-6 \_\_\_\_\_ G 7-9 \_\_\_\_\_ G 10-12 \_\_\_\_\_

2. How many years of teaching and/or educational administrative experience do you have? (Include present year as a full year.) \_\_\_\_\_

3. To what extent are the following types of substitute teacher services provided in your school? (Place one ✓ in each column.)

Frequency	On-Call Substitution	Internal Substitution
5 Always		
4 Very frequently		
3 Frequently		
2 Occasionally		
1 Seldom		
0 Never		

4. If on-call substitutes are used in your school presently, has your school used internal substitution in the past? \_\_\_\_\_

5. If internal substitutes are used in your school presently, has your school used on-call substitution in the past? \_\_\_\_\_

6. What are the most difficult subject areas to provide substitution for? (List in order of difficulty.)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

7. How many on-call substitute teachers have you observed teaching?

4 All \_\_\_\_\_ 3 Most \_\_\_\_\_ 2 Some \_\_\_\_\_ 1 Few \_\_\_\_\_ 0 None \_\_\_\_\_

8. If your school uses internal substitution, is there a prepared schedule for substitution?

1 Yes \_\_\_\_\_ 2 No \_\_\_\_\_



9. Please explain the basis you use for assigning internal substitutes.

10. How many of your school staff are expected to provide internal substitution on a regular basis? \_\_\_\_\_



## PART II - OPINIONS

1. Do you feel that a body of permanently employed substitute teachers with full teacher privileges should be hired to work in the school system?

1 Yes \_\_\_\_\_ 2 No \_\_\_\_\_

2. Which of the following substitute teacher services do you feel is the most effective in providing the best teaching-learning situation for the students in your school?

METHOD	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
5 Internal substitutes			
4 On-call substitutes			
3 Mostly on-call some internal			
2 Mostly internal some on-call			
1 No opinion			





4.

3. What is your opinion concerning the employment of a body of permanent substitutes to work in a group of schools of the same grade level as your school?

OPINION	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
4 Very favorable			
3 Favorable			
2 Unfavorable			
1 Very unfavorable			
0 No opinion			

4. Should teachers providing substitution be trained in the regular teacher's area of specialization?

1. Yes, essential \_\_\_\_ 2. Yes, preferable \_\_\_\_  
 3. Not necessary \_\_\_\_ 4. Undecided \_\_\_\_



# PART III - COMPARISON OF FUNCTIONS PERFORMED BY ON-CALL AND INTERNAL SUBSTITUTE TEACHERS

Indicate by circling a number the extent to which you feel that substitutes provided by each method perform the listed functions.

If unable to answer because of lack of knowledge or inapplicability of the question to your school, place an X in the CANNOT ANSWER column.

5.

Functions	On-call Substitutes			Internal Substitutes		
	Large extent	Small extent	Cannot answer	Large extent	Small extent	Cannot answer
1. Review previous lesson content.	4	3 2 1		4	3 2 1	
2. Teach new content.	4	3 2 1		4	3 2 1	
3. Teach lesson planned by regular teacher.	4	3 2 1		4	3 2 1	
4. Use a variety of instructional methods.	4	3 2 1		4	3 2 1	
5. Allow students time to do own work in class.	4	3 2 1		4	3 2 1	



Functions	On-call Substitutes			Internal Substitutes		
	Large extent	Small extent	Cannot answer	Large extent	Small extent	Cannot answer
6. Provide discipline necessary for pupil learning.	4	3 2 1		4	3 2 1	
7. Allow students to work either individually or in groups.	4	3 2 1		4	3 2 1	
8. Use audio-visual aids such as T.V., films.	4	3 2 1		4	3 2 1	
9. Become aware of physical disabilities of students.	4	3 2 1		4	3 2 1	
10. Become aware of mental and emotional disabilities of students.	4	3 2 1		4	3 2 1	
11. Ask other teachers for information about students.	4	3 2 1		4	3 2 1	
12. Use cumulative record cards to obtain information.	4	3 2 1		4	3 2 1	
13. Become involved in events such as athletics, drama, concerts.	4	3 2 1		4	3 2 1	



Functions	On-call Substitutes			Internal Substitutes		
	Large extent	Small extent	Cannot answer	Large extent	Small extent	Cannot answer
14. Attend Home and School or similar meetings.	4	3 2 1		4	3 2 1	
15. Prepare reports for parents.	4	3 2 1		4	3 2 1	
16. Participate in staff meetings.	4	3 2 1		4	3 2 1	
17. Report progress to regular teacher upon his/her return.	4	3 2 1		4	3 2 1	





8.

## PART IV - PROBLEM AREAS

Indicate the extent to which the following conditions arise or cause difficulty when substitution for regular teacher is required.

SECTION A. TO BE ANSWERED BY PRINCIPALS USING ANY INTERNAL SUBSTITUTION.

Circle one number in each row, or place an X in the CANNOT ANSWER column.

Possible problem areas	Considerable difficulty				Small difficulty	Cannot answer
1. Teachers have size of class increased, e.g., classes have to be doubled to provide for absent teacher.	4	3	2	1		
2. Teachers are required to substitute in areas outside their area of preparation.	4	3	2	1		
3. Teachers are required to forego their preparation periods to cover for absent teacher.	4	3	2	1		
4. Teachers receive short notice of substitution requirements.	4	3	2	1		
5. Staff morale.	4	3	2	1		
6. Students from absent teacher's class have to be distributed among other classes.	4	3	2	1		
7. Attitude of students when regular teacher is absent.	4	3	2	1		



9.

SECTION B. TO BE ANSWERED BY PRINCIPALS USING ANY ON-CALL SUBSTITUTES.

Circle one number in each row, or place an X in the CANNOT ANSWER column.

Possible problem areas	<div>Considerable difficulty</div> <div>Small difficulty</div>				Cannot answer
1. Substitutes arriving late at school.	4	3	2	1	
2. Evaluation of on-call substitutes.	4	3	2	1	
3. Student discipline when on-call substitutes are teaching	4	3	2	1	
4. Substitutes not reporting matters of concern related to students, e.g., attendance.	4	3	2	1	
5. On-call substitutes not assuming extra duties and responsibilities of the regular teacher.	4	3	2	1	
6. Obtaining services of same substitute if regular teacher absent for more than one day.	4	3	2	1	



10.

## PART V - GENERAL COMMENTS

Please add any comments you wish to make concerning the practice of substitution for a teacher who is temporarily absent.



APPENDIX D

QUESTIONNAIRE TO ON-CALL SUBSTITUTE TEACHERS





## QUESTIONNAIRE

## FUNCTIONS OF SUBSTITUTE TEACHERS

Study Director: Dr. E.A. Holdaway

Department of Educational Administration, University of Alberta

The purpose of this questionnaire is to obtain information and opinions related to the ON-CALL method of substituting during the absence of a regular teacher.

ON-CALL SUBSTITUTE refers to an external teacher who is assigned and paid on a day-to-day basis.

INTERNAL SUBSTITUTE refers to a full time teacher taking over a class(es) for an absent teacher on the same staff.

Do Not write your name on the questionnaire.

Please answer every question, and return the completed questionnaire in the enclosed stamped addressed envelope.

THANK YOU FOR YOUR COOPERATION



## PART I - DATA

1. Grade levels in which you substitute.

G 1-3 \_\_\_\_\_ G 4-6 \_\_\_\_\_ G 7-9 \_\_\_\_\_ G 10-12 \_\_\_\_\_

2. Sex.

MALE \_\_\_\_\_ FEMALE \_\_\_\_\_

3. Age as of January 1, 1971.

1. Under 20 _____	5. 35-39 _____	9. 55-59 _____
2. 20-24 _____	6. 40-44 _____	10. 60 and over _____
3. 25-29 _____	7. 45-49 _____	
4. 30-34 _____	8. 50-54 _____	

4. For how many different teachers have you substituted in the period from September, 1970 to December, 1970? \_\_\_\_\_

5. For how many years including the present one have you been substitute teaching? \_\_\_\_\_

6. For how many days have you substituted for a regular teacher in the period from September, 1970 to December, 1970? \_\_\_\_\_

7. What classification is your highest Alberta teaching certificate?

(Check one.)

- a. Professional (includes Academic and High School Certificate) \_\_\_\_\_
- b. Standard (including Standard E and S, Senior E and I, Junior High School). \_\_\_\_\_
- c. Junior Elementary (includes First Class, Elementary and Intermediate). \_\_\_\_\_



2.

- d. Second Class \_\_\_\_\_
  - e. Letter of Authority \_\_\_\_\_
  - f. No Certificate \_\_\_\_\_
8. How many years of post-secondary teacher and/or university training do you have? \_\_\_\_\_
9. How many years ago did you complete your last year of training, as a full-time student, in attendance at university or a teacher-training institution? \_\_\_\_\_
10. How many years ago did you last complete a university credit course by regular attendance, summer session, evening credit? \_\_\_\_\_
11. What university degree(s) do you hold? (Indicate by placing appropriate number in space provided.)
- 1. No degree
  - 2. One bachelor's degree
  - 3. Two bachelor's degrees \_\_\_\_\_
  - 4. Master's degree
  - 5. Other (Indicate) \_\_\_\_\_
12. How many years of teaching experience have you had as a full-time teacher and/or educational administrator? \_\_\_\_\_



## PART II - OPINIONS

1. Do you feel that a body of permanently employed substitute teachers with full teacher privileges should be hired to work in the school system?

1 Yes \_\_\_\_\_ 2 No \_\_\_\_\_

2. Which of the following substitute teacher services do you feel is the most effective in providing the best teaching-learning situation for the students?

METHOD	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
5 Internal substitutes			
4 On-call substitutes			
3 Mostly On-call some Internal			
2 Mostly Internal some On-call			
1 No opinion			





3. What is your opinion concerning the employment of a body of permanent substitutes to work in a group of schools of the same grade level?

OPINION	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
4 Very favorable			
3 Favorable			
2 Unfavorable			
1 Very unfavorable			
0 No opinion			

4. Should teachers providing substitution be trained in the regular teacher's area of specialization?

1. Yes, essential \_\_\_\_\_ 2. Yes, preferable \_\_\_\_\_  
 3. Not necessary \_\_\_\_\_ 4. Undecided \_\_\_\_\_



## PART III - FUNCTIONS

Indicate by circling a number, the extent to which you perform the listed functions.

Functions	Large extent      Small extent				Not at all
1. Review previous lesson content.	4	3	2	1	
2. Teach new content.	4	3	2	1	
3. Teach lesson planned by regular teacher.	4	3	2	1	
4. Use a variety of instructional methods.	4	3	2	1	
5. Allow students time to do own work in class.	4	3	2	1	
6. Provide discipline necessary for pupil learning.	4	3	2	1	
7. Allow students to work either individually or in groups.	4	3	2	1	
8. Use audio visual aids such as T.V., films.	4	3	2	1	
9. Become aware of physical disabilities of students.	4	3	2	1	
10. Become aware of mental and emotional disabilities of students.	4	3	2	1	
11. Ask other teachers for information about students.	4	3	2	1	
12. Use cumulative record cards to obtain information.	4	3	2	1	



Functions	Large extent		Small extent		Not at all
13. Become involved in events such as athletics, drama, concerts.	4	3	2	1	
14. Attend Home and School or similar meetings.	4	3	2	1	
15. Prepare reports for parents.	4	3	2	1	
16. Participate in staff meetings.	4	3	2	1	
17. Report progress to regular teacher upon his/her return.	4	3	2	1	
18. Accept all calls to substitute no matter to which school.	4	3	2	1	
19. Attend special meetings for substitute teachers.	4	3	2	1	



## PART IV - PROBLEM AREAS

Indicate the extent to which the following conditions have presented difficulties when you were substituting for a regular teacher.

Circle one number in each row, or place an X in the CANNOT ANSWER column.

Possible problem areas	Considerable difficulty				Small difficulty	Cannot answer
1. The attitude of students toward substitute teachers.	4	3	2	1		
2. Lack of lesson plan(s).	4	3	2	1		
3. The regular teacher, if absent over a period of time does not contact substitute teacher.	4	3	2	1		
4. Lack of awareness of school duties (playground duty, hall duty, fire drill, etc.).	4	3	2	1		
5. Not being encouraged to feel that the substitute is part of the teaching team in the school.	4	3	2	1		
6. Insufficient orientation to the school and school personnel by the principal or other staff member.	4	3	2	1		
7. Lack of opportunity to evaluate own performance.	4	3	2	1		





Possible problem areas	Considerable difficulty				Small difficulty	Cannot answer
8. Inadequate consultation and direction from the principal or supervisor.	4	3	2	1		
9. Lack of opportunity to discuss teaching duties and problem areas with principal or supervisor.	4	3	2	1		
10. Lack of access to necessary texts and related subject material.	4	3	2	1		
11. Lack of opportunity to keep in touch with modern educational practices and attend professional meetings.	4	3	2	1		

## PART V - GENERAL COMMENTS

Please add any comments you wish to make concerning the practice of substitution for a teacher who is temporarily absent.



APPENDIX E

QUESTION LIST TO CENTRAL OFFICE PERSONNEL



## PART I - INFORMATION

1. How are on-call substitutes recruited?
2. How are on-call substitutes selected?
3. What problems are encountered in assigning on-call substitutes?
4. What problems are encountered in staffing schools to handle internal substitution?



5. How are on-call substitutes evaluated?

6. How often are on-call substitutes evaluated?

7. What inservice programs are provided for on-call substitutes?

8. What procedures are used to orientate on-call substitute teachers to the school system?





9. What problems prevent greater use of the internal substitute system?



4.

## PART II - OPINIONS

1. Do you feel that a body of permanently employed substitute teachers with full teacher privileges should be hired to work in the school system?

1 Yes \_\_\_\_\_ 2 No \_\_\_\_\_

2. Which of the following substitute teacher services do you feel is the most effective in providing the best teaching-learning situation for the students?

METHOD	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
5 Internal substitutes			
4 On-call substitutes			
3 Mostly on-call some internal			
2 Mostly internal some on-call			
1 No opinion			

3. What is your opinion concerning the employment of a body of permanent substitutes to work in a group of schools of the same grade level?

OPINION	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
4 Very favorable			
3 Favorable			
2 Unfavorable			
1 Very unfavorable			
0 No opinion			



APPENDIX F

SECONDARY ANALYSES OF TEACHING FUNCTIONS  
(ON-CALL SUBSTITUTE QUESTIONNAIRE)



Table F.1

MEAN EXTENT TO WHICH ON-CALL SUBSTITUTE TEACHERS, (CLASSIFIED BY YEARS OF POST-SECONDARY EDUCATION), PERFORM SPECIFIED FUNCTIONS

On-call Substitution functions	MEANS*							Percentage Response
	Years of Post-Secondary Education of On-call Substitute Teachers							
	0 yrs (17-20)	1 yr (36-40)	2 yrs (45-51)	3 yrs (34-37)	4 yrs (52-56)	5-8 yrs (26-33)	p	
Range of N								
1. Review previous lesson content.	3.00	2.55	2.51	2.47	2.16	2.50	.03	92.0
2. Teach new content.	2.89	3.00	2.94	2.84	2.59	2.87	.27	97.0
3. Teach lesson planned by regular teacher.	3.53	3.69	3.62	3.47	3.36	3.41	.26	97.5
4. Use variety of instructional methods.	3.00	2.90	3.08	2.89	2.73	2.68	.35	96.2
5. Allow students time to do own work in class.	3.10	2.95	2.92	2.97	2.75	2.78	.68	97.0
6. Provide discipline necessary for pupil learning.	3.75	3.65	3.44	3.43	3.37	3.38	.16	98.3
7. Allow students to work either individually or in groups.	3.05	3.33	3.06	3.05	3.15	2.97	.45	97.5
8. Use audio-visual aids such as T.V., films.	2.90	2.87	2.86	2.82	2.40	2.35	.02	92.8
9. Become aware of physical disabilities of students.	3.25	3.25	2.76	2.51	2.52	2.14	.01	93.2





Table F.1 (continued)

On-call Substitution Functions	MEANS*							Percentage Response
	Years of Post-Secondary Education of On-call Substitute Teachers							
	0 yrs (17-20)	1 yr (36-40)	2 yrs (45-51)	3 yrs (34-37)	4 yrs (52-56)	5-8 yrs (26-33)	p	
Range of N								
10. Become aware of mental and emotional disabilities of students.	3.00	2.78	2.61	2.61	2.38	2.33	.13	92.0
11. Ask other teachers for information about students.	2.29	2.53	2.42	2.21	2.21	2.12	.59	86.1
12. Use cumulative record cards to obtain information.	1.78	1.76	1.61	1.38	1.60	1.93	.61	61.2
13. Reporting progress to regular teacher upon his/her return.	3.20	3.11	3.05	3.15	3.15	3.10	.99	90.7
14. Become involved in events such as athletics, drama, concerts.	1.75	1.55	2.00	2.24	1.82	2.00	.12	62.9
15. Participate in staff meetings.	1.75	1.50	1.65	1.50	1.72	1.77	.92	48.5

\* Measured by On-call Substitute Questionnaire, Part 3, (1=Small Extent); 4=Large Extent).



Table F.2

MEAN EXTENT TO WHICH ON-CALL SUBSTITUTE TEACHERS, (CLASSIFIED BY YEARS OF TEACHING EXPERIENCE), PERFORM SPECIFIED FUNCTIONS

On-call Substitution Functions	MEANS*							
	Years of Teaching Experience of On-call Substitute Teachers							
	0 yrs (22-33)	1 yr (14-21)	2-5 yrs (48-69)	6-9 yrs (38-45)	10-19 yrs (32-36)	20 yrs (25-29)	p	Percentage Response
Range of N								
1. Review previous lesson content.	2.38	2.37	2.53	2.48	2.54	2.37	.94	92.0
2. Teach new content.	2.46	2.75	2.90	2.95	2.89	2.96	.14	97.0
3. Teach lesson planned by regular teacher.	3.32	3.37	3.46	3.60	3.69	3.59	.25	97.5
4. Use variety of instructional methods.	2.60	2.25	2.85	3.11	3.09	3.11	.01	96.2
5. Allow students time to do own work in class.	3.26	2.57	2.81	2.95	3.00	2.66	.04	97.0
6. Provide discipline necessary for pupil learning.	3.49	3.33	3.43	3.58	3.50	3.48	.82	98.3
7. Allow students to work either individually or in groups.	2.97	3.19	3.07	3.28	3.09	3.10	.64	97.5
8. Use audio-visual aids such as T.V., films.	2.61	2.50	2.69	2.82	2.80	2.57	.75	92.8
9. Become aware of physical disabilities of students.	2.42	2.63	2.55	2.95	2.97	2.74	.11	93.2



Table F.2 (continued)

On-call Substitution Functions	MEANS*							Percentage Response
	Years of Teaching Experience of On-call Substitute Teachers							
	0 yrs (22-33)	1 yr (14-21)	2-5 yrs (48-69)	6-9 yrs (38-45)	10-19 yrs (32-36)	20 yrs over (25-29)	p	
Range of N								
10. Become aware of mental and emotional disabilities of students.	2.29	2.47	2.55	2.59	2.83	2.78	.30	92.0
11. Ask other teachers for information about students.	2.10	2.61	2.37	2.42	2.22	2.12	.48	86.1
12. Use cumulative record cards to obtain information.	1.60	1.70	1.51	1.60	1.86	1.94	.52	61.2
13. Reporting progress to regular teacher upon his/her return.	3.28	3.11	3.17	3.13	3.24	2.65	.16	90.7
14. Become involved in events such as athletics, drama, concerts.	1.96	2.54	1.60	1.96	1.87	1.74	.04	62.9
15. Participate in staff meetings.	1.75	2.38	1.41	1.52	1.78	1.77	.11	48.5

\* Measured by On-call Substitute Questionnaire, Part 3, (1=Small Extent; 4=Large Extent).



Table F.3

MEAN EXTENT TO WHICH ON-CALL SUBSTITUTE TEACHERS, (CLASSIFIED BY YEARS OF SUBSTITUTE TEACHING EXPERIENCE), PERFORM SPECIFIED FUNCTIONS

On-call Substitution Functions	MEANS*					p	Percentage Response
	Number of Years of Experience as Substitute Teacher						
	1 (108-120)	2 (31-35)	3-5 (35-39)	6-9 (17-20)	over 9 (15-23)		
Range of N							
1. Review previous lesson content.	2.36	2.35	2.83	2.50	2.52	.12	92.0
2. Teach new content.	2.73	2.94	2.78	3.05	3.09	.27	97.0
3. Teach lesson planned by regular teacher.	3.45	3.57	3.59	3.63	3.48	.74	97.5
4. Use variety of instructional methods.	2.70	3.03	3.17	3.15	2.87	.02	96.2
5. Allow students time to do own work in class.	2.79	3.03	3.17	2.56	3.04	.07	97.0
6. Provide discipline necessary for pupil learning.	3.37	3.37	3.73	3.55	3.70	.02	98.3
7. Allow students to work either individually or in groups.	3.02	3.38	3.14	3.26	3.05	.16	97.5
8. Use audio-visual aids such as T.V., films.	2.53	2.89	2.76	2.70	3.00	.12	92.8
9. Become aware of physical disabilities of students.	2.43	2.79	3.00	3.10	3.09	.01	93.2





Table F.3 (continued)

On-call Substitution Functions	MEANS*					p	Percentage Response
	Number of Years of Experience as Substitute Teacher						
	1 (108-120)	2 (31-35)	3-5 (35-39)	6-9 (17-20)	over 9 (15-23)		
Range of N							
10. Become aware of mental and emotional disabilities of students.	2.41	2.61	2.83	2.65	3.00	.06	92.0
11. Ask other teacher for information about students.	2.24	2.26	2.76	2.18	2.10	.09	86.1
12. Use cumulative record cards to obtain information.	1.77	1.44	1.62	1.58	1.69	.70	61.2
13. Reporting progress to regular teacher upon his/her return.	3.09	3.21	3.03	2.81	3.52	.18	90.7
14. Become involved in events such as athletics, drama, concerts.	1.95	1.92	1.87	1.62	1.60	.57	62.9
15. Participate in staff meetings.	1.73	1.67	1.60	1.25	1.73	.59	48.5

\* Measured by On-call Substitute Questionnaire, Part 3, (1=Small Extent; 4=Large Extent).



Table F.4

MEAN EXTENT TO WHICH ON-CALL SUBSTITUTE TEACHERS, (CLASSIFIED BY NUMBER OF DAYS SUBSTITUTED IN GIVEN PERIOD), PERFORM SPECIFIED FUNCTIONS

On-call Substitution Functions	MEANS*						Percentage Response
	Number of Days Substituted by On-call Substitute Teachers						
	1-4 (30-38)	5-9 (33-35)	10-19 (45-50)	20-29 (25-30)	30-39 (32-35)	40 and over (43-46)	
Range of N							p
1. Review previous lesson content.	2.64	2.44	2.50	2.43	2.44	2.39	.91
2. Teach new content.	2.61	2.91	2.80	2.83	2.94	2.96	.57
3. Teach lesson planned by regular teacher.	3.64	3.55	3.53	3.37	3.41	3.57	.66
4. Use variety of instructional methods.	2.86	2.82	2.96	2.93	2.89	2.80	.96
5. Allow students time to do own work in class.	2.83	2.88	3.02	2.73	2.91	2.89	.85
6. Provide discipline necessary for pupil learning.	3.41	3.53	3.46	3.41	3.49	3.56	.74
7. Allow students to work either individually or in groups.	3.08	2.85	3.02	3.17	3.18	3.33	.15
8. Use audio-visual aids such as T.V., films.	2.74	2.55	2.54	2.72	2.77	2.84	.65
9. Become aware of physical disabilities of students.	2.84	2.76	2.47	2.66	2.74	2.86	.52



Table F.4 (continued)

On-call Substitution Functions	MEANS*							Percentage Response
	Number of Days Substituted by On-call Substitute Teachers							
	1-4 (30-38)	5-9 (33-35)	10-19 (45-50)	20-29 (25-30)	30-39 (32-35)	40 and over (43-46)	p	
Range of N								
10. Become aware of mental and emotional disabilities of students.	2.83	2.55	2.38	2.50	2.69	2.68	.45	91.9
11. Ask other teachers for information about students.	2.42	2.47	2.27	2.32	2.12	2.24	.80	86.3
12. Use cumulative record cards to obtain information.	1.89	1.81	1.54	1.53	1.44	1.77	.50	61.2
13. Reporting progress to regular teacher upon his/her return.	3.25	3.07	3.15	2.96	3.26	3.05	.78	90.6
14. Become involved in events such as athletics, drama, concerts.	1.94	2.14	1.94	1.67	1.64	1.85	.49	62.4
15. Participate in staff meetings.	1.83	1.57	1.50	1.67	1.45	1.79	.73	47.9

\* Measured by On-call Substitute Questionnaire, Part 3, (1=Small Extent; 4=Large Extent).



Table F.5

MEAN EXTENT TO WHICH ON-CALL SUBSTITUTE TEACHERS, (CLASSIFIED BY NUMBER OF REGULAR TEACHERS  
SUBSTITUTED FOR IN GIVEN PERIOD), PERFORM SPECIFIED FUNCTIONS

On-call Substitution Functions	MEANS*					Percentage Response
	Number of Regular Teachers Substituted for in Given Period					
	1-4 (33-38)	5-9 (42-49)	10-19 (67-75)	20-29 (37-44)	30 and over (28-29)	
Range of N						
1. Review previous lesson content.	2.67	2.47	2.56	2.30	2.22	.26 91.9
2. Teach new content.	2.71	2.72	2.85	3.02	2.86	.49 97.0
3. Teach lesson planned by regular teacher.	3.56	3.47	3.47	3.48	3.71	.60 97.4
4. Use variety of instructional methods.	2.82	2.83	2.99	2.84	2.82	.83 96.2
5. Allow students time to do own work in class.	2.81	2.84	2.97	3.00	2.69	.57 97.0
6. Provide discipline necessary for pupil learning.	3.44	3.40	3.54	3.45	3.52	.83 98.3
7. Allow students to work either individually or in groups.	3.19	2.91	3.15	3.14	3.17	.46 97.4
8. Use audio-visual aids such as T.V., films.	2.66	2.55	2.83	2.73	2.54	.52 92.8
9. Become aware of physical disabilities of students.	2.55	2.68	2.68	2.72	3.04	.44 93.2
10. Become aware of mental and emotional disabilities of students.	2.81	2.58	2.41	2.63	2.79	.31 91.9





Table F.5 (continued)

On-call Substitution Functions	Range of N	MEANS*					p	Percentage Response
		Number of Regular Teachers Substituted for in Given Period						
		1-4 (33-38)	5-9 (42-49)	10-19 (67-75)	20-29 (37-44)	30 and over (28-29)		
11. Ask other teachers for information about students.		2.52	2.26	2.39	2.16	2.04	.39	86.4
12. Use cumulative record cards to obtain information.		1.91	1.55	1.65	1.57	1.56	.61	61.2
13. Reporting progress to regular teacher upon his/her return.		3.31	3.05	3.07	3.05	3.21	.68	90.6
14. Become involved in events such as athletics, drama, concerts.		1.94	1.83	2.04	1.65	1.75	.44	62.6
15. Participate in staff meetings.		2.07	1.47	1.79	1.46	1.47	.17	48.1

\* Measured by On-call Substitute Questionnaire, Part 3, (1=Small Extent; 4=Large Extent).



Table F.6

MEAN EXTENT TO WHICH ON-CALL SUBSTITUTE TEACHERS, (CLASSIFIED BY AGE), PERFORM SPECIFIED FUNCTIONS

On-call Substitution Functions	MEANS*						p	Percentage Response
	Years of Age of On-call Substitute Teachers							
	20-24	25-29	30-44	45-59	60 and over			
	(53-59)	(36-40)	(50-53)	(44-50)	(33-35)			
Range of N								
1. Review previous lesson content.	2.35	2.43	2.74	2.34	2.45		.21	92.0
2. Teach new content.	2.56	2.92	2.94	2.98	2.82		.10	97.0
3. Teach lesson planned by regular teacher.	3.45	3.25	3.62	3.56	3.66		.10	97.5
4. Use variety of instructional methods.	2.57	2.77	3.18	2.85	3.12		.01	96.2
5. Allow students time to do own work in class.	2.95	2.92	2.80	2.85	2.94		.92	97.0
6. Provide discipline necessary for pupil learning.	3.31	3.48	3.67	3.43	3.54		.10	98.3
7. Allow students to work either individually or in groups.	3.07	3.18	3.24	3.09	2.97		.59	97.5
8. Use audio-visual aids such as T.V., films.	2.50	2.62	2.80	2.73	2.83		.45	92.8
9. Become aware of physical disabilities of students.	2.38	2.50	2.80	2.86	3.12		.01	93.2
10. Become aware of mental and emotional disabilities of students.	2.38	2.41	2.57	2.67	3.03		.03	92.0



Table F.6 (continued)

On-call Substitution Functions	MEANS*						Percentage Response
	Years of Age of		On-call Substitute Teachers			p	
	20-24 (53-59)	25-29 (36-40)	30-44 (50-53)	45-59 (44-50)	60 and over (33-35)		
Range of N							
11. Ask other teachers for information about students.	2.19	2.62	2.40	2.26	2.06	.20	86.1
12. Use cumulative record cards to obtain information.	1.56	1.44	1.59	1.73	2.10	.10	61.2
13. Reporting progress to regular teacher upon his/her return.	3.29	3.19	3.05	3.04	2.97	.50	90.7
14. Become involved in events such as athletics, drama, concerts.	1.97	1.81	2.05	1.68	1.70	.38	62.9
15. Participate in staff meetings.	1.76	1.63	1.67	1.38	1.94	.35	48.5

\* Measured by On-call Substitute Questionnaire, Part 3, (1=Small Extent; 4=Large Extent).



APPENDIX G

SECONDARY ANALYSES OF PROBLEM AREAS  
(ON-CALL SUBSTITUTE QUESTIONNAIRE)





Table G.1

RANKS AND SPEARMAN CORRELATION COEFFICIENTS OF MEAN EXTENT TO WHICH ON-CALL SUBSTITUTE TEACHERS  
(CLASSIFIED BY YEARS OF POST-SECONDARY EDUCATION), PERCEIVE SPECIFIED PROBLEMS

On-call Substitution Possible Problem Areas	YEARS POST-SECONDARY EDUCATION OF ON-CALL SUBSTITUTE TEACHERS									
	0	1	2	3	4	5 and over				
	Means* (17-20)	Means* (33-40)	Means* (36-49)	Means* (32-36)	Means* (42-55)	Means* (25-32)	Rank	Rank	Rank	Rank
Range of N										p
1. Lack of opportunity to evaluate own performance.	2.29	1 2.07	1 2.17	2 2.31	2 2.36	2 2.47	3	3	3	.78
2. Attitude of students.	2.10	2 1.97	3 2.02	5 2.09	4 2.24	4 2.56	2	4	2	.19
3. Not being encouraged to feel part of the team.	2.05	3 1.74	6 2.04	4 2.08	5 2.10	5 2.20	5	5	5	.58
4. No contact with regular teacher if absent over a period of time.	2.00	4 1.85	4 2.20	1 1.90	7 2.05	6 2.32	4	6	4	.59
5. Lack of lesson plans.	1.85	5 2.03	2 2.12	3 2.36	1 2.44	1 2.63	1	1	1	.03
6. Insufficient orientation by school personnel.	1.80	6 1.55	8 1.85	7 2.03	6 2.27	3 1.94	8	3	8	.02
7. Lack of opportunity to keep in touch with educational practices, and attend professional meetings.	1.67	7 1.81	5 1.60	10 1.68	10 1.69	11 1.87	11	11	11	.89
8. Lack of opportunity to discuss teaching duties and problem areas with principal or supervisor.	1.60	8 1.46	10 1.91	6 1.85	8 2.04	7 2.09	6	7	6	.03
9. Lack of awareness of extra duties.	1.60	8 1.51	9 1.69	9 2.20	3 1.98	9 2.00	7	9	7	.03



Table G.1 (continued)

On-call Substitution Possible Problem Areas	YEARS POST-SECONDARY EDUCATION OF ON-CALL SUBSTITUTE TEACHERS									
	0		1		2		3		4	
	Means*	Rank	Means*	Rank	Means*	Rank	Means*	Rank	Means*	Rank
Range of N	(17-20)	(33-40)	(36-49)	(32-36)	(42-55)	(25-32)				
10. Inadequate consultation with principal or supervisor.	1.55	10	1.56	7	1.74	8	1.71	9	1.86	10
11. Lack of access to texts and related materials.	1.45	11	1.45	11	1.52	11	1.58	11	2.04	7
									1.94	8
										.00
Spearman Correlation Coefficients										
0	0	1	2	3	4	5 and over				
1		.825***	.798***	.639**	.694***	.733***				
2			.719**	.610**	.562**	.644**				
3				.619**	.771***	.822***				
4					.725**	.780***				
						.789***				

\* Measured by On-call Substitute Questionnaire, Part 4, (1=Small Extent; 4=Large Extent).

\*\* Significant at the .05 level.

\*\*\* Significant at the .01 level.



Table G.2

RANKS AND SPEARMAN CORRELATION COEFFICIENTS OF MEAN EXTENT TO WHICH ON-CALL SUBSTITUTE TEACHERS,  
(CLASSIFIED BY YEARS OF TEACHING EXPERIENCE), PERCEIVE SPECIFIED PROBLEMS

On-call Substitution Possible Problem Areas	YEARS OF TEACHING EXPERIENCE OF ON-CALL SUBSTITUTE TEACHERS											
	0		1		2-5		6-9		10-19		20 and over	
	Means*	Rank	Means*	Rank	Means*	Rank	Means*	Rank	Means*	Rank	Means*	Rank
Range of N	(30-35)	(18-21)	(59-71)	(35-45)	(30-36)	(26-29)						
1. Lack of lesson plans.	2.66	1	2.52	3	2.13	1	2.19	1	1.92	6	2.48	1 .02
2. Lack of opportunity to evaluate own performance.	2.57	2	2.50	4	2.11	2	2.11	2	2.38	1	2.29	3 .41
3. Attitude of students	2.30	3	2.80	1	1.87	4	2.05	3	2.23	3	2.35	2 .01
4. Insufficient orientation by school personnel.	2.26	4	2.20	7	1.84	5	1.71	9	1.91	7	1.89	6 .16
5. Lack of awareness of extra duties.	2.18	5	2.33	6	1.82	6	1.69	10	1.66	10	1.59	11 .03
6. Not being encouraged to feel part of the team.	2.15	6	2.65	2	1.75	7	2.00	4	2.29	2	1.93	5 .02
7. No contact with regular teacher if absent over a period of time.	2.05	7	2.40	5	2.00	3	1.92	5	2.20	4	2.05	4 .75
8. Lack of opportunity to discuss teaching duties and problem areas with principal or supervisor.	2.03	8	2.14	8	1.63	8	1.80	7	1.91	7	1.89	6 .25
9. Inadequate consultation with principal or supervisor.	2.00	9	1.80	11	1.52	11	1.75	8	1.83	9	1.78	8 .17



Table G.2 (continued)

On-call Substitution Possible Problem Areas	YEARS OF TEACHING EXPERIENCE OF ON-CALL SUBSTITUTE TEACHERS												
	0		1		2-5		6-9		10-19		20 and over		
	Means*	Rank	Means*	Rank	Means*	Rank	Means*	Rank	Means*	Rank	Means*	Rank	
	(30-35)		(18-21)		(59-71)		(35-45)		(30-36)		(26-29)		
	Range of N												
10. Lack of access texts and related materials.	1.79	10	2.05	9	1.62	9	1.67	11	1.57	11	1.67	10	.48
11. Lack of opportunity to keep in touch with educational practices, and attend professional meetings.	1.34	11	1.90	10	1.59	10	1.82	6	2.03	5	1.73	9	.10

Spearman Correlation Coefficients

0	0	1	2-5	6-9	10-19	20 and over
1		.782***	.882***	.610**	.430	.720**
2-5			.773***	.700**	.671	.752***
6-9				.659**	.507	.770***
20 & over					.839***	.902***
						.727**

\* Measured by On-call Substitute Questionnaire, Part 4, (1=Small Extent; 4=Large Extent).

\*\* Significant at the .05 level.

\*\*\* Significant at the .01 level.





Table G.3

RANKS AND SPEARMAN CORRELATION COEFFICIENTS OF MEAN EXTENT TO WHICH ON-CALL SUBSTITUTE TEACHERS, (CLASSIFIED BY YEARS OF SUBSTITUTE TEACHING EXPERIENCE), PERCEIVE SPECIFIED PROBLEMS

On-call Substitution Possible Problem Areas	NUMBER OF YEARS OF TEACHING EXPERIENCE AS SUBSTITUTE TEACHER										
	1		2		3-5		6-9		10 and over		p
	Means*	Rank	Means*	Rank	Means*	Rank	Means*	Rank	Means*	Rank	
	(99-120)	(31-35)	(26-39)	(16-20)	(22-23)						
Range of N											
1. Lack of lesson plans.	2.43	1	2.30	1	1.95	5	1.95	3	2.17	1	.07
2. Lack of opportunity to evaluate own performance.	2.35	2	2.23	5	2.31	1	2.31	1	1.89	4	.60
3. Attitude of students.	2.27	3	2.25	3	2.00	2	1.80	4	2.05	2	.28
4. Insufficient orientation by school personnel.	2.10	4	2.06	6	1.76	7	1.47	9	1.59	9	.02
5. Not being encouraged to feel part of the team.	2.08	5	2.25	3	1.97	3	1.68	6	1.87	5	.38
6. No contact with regular teacher if absent over a period of time.	2.05	6	2.27	2	1.97	3	2.17	2	1.91	3	.78
7. Lack of awareness of extra duties.	2.03	7	1.69	10	1.71	8	1.55	8	1.61	8	.09
8. Lack of opportunity to discuss teaching duties and problem areas with principal or supervisor.	1.98	8	2.00	8	1.66	9	1.63	7	1.48	11	.07
9. Lack of access to texts and related materials.	1.87	9	1.77	9	1.46	11	1.20	11	1.52	10	.01



Table G.3 (continued)

On-call Substitution Possible Problem Areas	NUMBER OF YEARS OF TEACHING EXPERIENCE AS SUBSTITUTE TEACHER										p
	1	2		3-5		6-9		10 and over			
	Means* Rank (99-120)	Means* Rank (31-35)	Means* Rank (26-39)	Means* Rank (16-20)	Means* Rank (22-23)						
10. Inadequate consultation with principal or supervisor.	1.77	10	2.03	7	1.63	10	1.42	10	1.65	7	.15
11. Lack of opportunity to keep in touch with educational practices, and attend professional meetings.	1.66	11	1.61	11	1.85	6	1.80	4	1.86	6	.77

Spearman Correlation Coefficients

	1	2	3-5	6-9	10 and over
1		.775***	.698**	.557**	.629**
2			.635**	.562**	.753***
3-5				.887***	.794***
6-9					.775***

\* Measured by On-call Substitute Questionnaire, Part 4, (1=Small Extent; 4=Large Extent).  
\*\* Significant at the .05 level.  
\*\*\* Significant at the .01 level.



Table G.4

RANKS AND SPEARMAN CORRELATION COEFFICIENTS OF MEAN EXTENT TO WHICH ON-CALL SUBSTITUTE TEACHERS,  
(CLASSIFIED BY NUMBER OF DAYS SUBSTITUTED IN GIVEN PERIOD), PERCEIVE SPECIFIED PROBLEMS

On-call Substitution Problem Areas	NUMBER OF DAYS SUBSTITUTED BY ON-CALL SUBSTITUTE TEACHERS													
	1-4		5-9		10-19		20-29		30-39		40 and over		Rank	p
	Means*	Rank	Means*	Rank	Means*	Rank	Means*	Rank	Means*	Rank	Means*	Rank		
	(30-37)	(33-35)	(45-50)	(25-30)	(32-35)	(43-46)								
1. Lack of opportunity to evaluate own performance.	2.38	1	2.33	1	2.22	2	2.45	1	2.18	3	2.21	2	.93	
2. Lack of lesson plans.	2.22	2	2.26	2	2.44	1	2.20	2	2.21	2	2.20	3	.86	
3. Attitude of students.	2.14	3	1.97	4	2.18	3	1.86	6	2.47	1	2.24	1	.24	
4. Not being encouraged to feel part of the team.	2.12	4	1.97	4	2.02	7	2.13	4	2.00	4	1.93	5	.96	
5. No contact with regular teacher if absent over a period of time.	2.05	5	2.00	3	2.03	5	2.15	3	2.00	4	2.08	4	.99	
6. Insufficient orientation by school personnel.	1.94	6	1.79	7	2.04	6	2.00	5	1.97	6	1.81	7	.84	
7. Lack of opportunity to keep in touch with educational practices, and attend professional meetings.	1.90	7	1.47	11	1.61	11	1.67	10	1.75	10	1.81	7	.58	
8. Lack of access to texts and related materials.	1.88	8	1.67	9	1.82	10	1.76	8	1.45	11	1.53	10	.33	
9. Lack of opportunity to dis- cuss teaching duties and problem areas with principal or supervisor.	1.85	9	1.88	6	2.04	4	1.83	7	1.91	8	1.59	9	.40	



Table G.4 (continued)

On-call Substitution Possible Problem Areas	NUMBER OF DAYS SUBSTITUTED BY ON-CALL SUBSTITUTE TEACHERS											
	1-4	5-9	10-19	20-29	30-39	40 and over						
	Means* (30-37)	Rank (33-35)	Means* (45-50)	Rank (25-30)	Means* (32-35)	Rank (43-46)						
Range of N												
10. Lack of awareness of extra duties.	1.83	10	1.65	10	1.98	8	1.76	8	1.85	9	1.87	6
11. Inadequate consultation with principal or supervisor.	1.76	11	1.72	8	1.84	9	1.63	11	1.94	7	1.53	10
-----												
Spearman Correlation Coefficients												
1-4	1-4	5-9	10-19	20-29	30-39	40 and over						
5-9		.807***	.710**	.866***	.798***	.850***						
10-19			.885***	.910***	.868***	.719**						
20-29				.712**	.839***	.732***						
30-39					.746***	.746***						
						.848***						

\* Measured by On-call Substitute Questionnaire, Part 4, (1=Small Extent; 4=Large Extent).  
 \*\* Significant at the .05 level.  
 \*\*\* Significant at the .01 level.





Table G.5

RANKS AND SPEARMAN CORRELATION COEFFICIENTS OF MEAN EXTENT TO WHICH ON-CALL SUBSTITUTE TEACHERS, (CLASSIFIED BY NUMBER OF REGULAR TEACHERS SUBSTITUTED FOR IN GIVEN PERIOD), PERCEIVE SPECIFIED PROBLEMS

Un-call Substitution Possible Problem Areas	NUMBER OF REGULAR TEACHERS SUBSTITUTED FOR IN GIVEN PERIOD											
	1-4			5-9			10-19			20-29		
	Means*	Rank	Means* Rank	Means*	Rank	Means* Rank	Means*	Rank	Means* Rank	Means*	Rank	Means* Rank
Range of N	(33-38)	(46-49)	(50-75)	(40-44)	(28-29)							
1. Lack of lesson plans.	2.39	1	2.39	1	2.24	2	2.05	3	2.29	2	.54	
2. Lack of opportunity to evaluate own performance.	2.39	1	2.21	2	2.39	1	2.06	2	2.27	3	.68	
3. No contact with regular teacher if absent over a period of time.	2.25	3	2.15	3	2.18	3	1.71	4	2.00	6	.24	
4. Lack of access to texts and related materials.	2.06	4	1.72	10	1.75	10	1.25	11	1.69	11	.01	
5. Lack of opportunity to discuss teaching duties and problem areas with principal or supervisor.	1.97	5	1.85	8	1.97	7	1.56	8	1.86	8	.25	
6. Not being encouraged to feel part of the team.	1.97	5	2.10	5	2.13	5	1.70	5	2.14	4	.29	
7. Attitude of students.	1.97	5	2.04	6	2.15	4	2.07	1	2.78	1	.02	
8. Insufficient orientation by school personnel.	1.88	8	2.11	4	1.99	6	1.58	7	2.07	5	.11	
9. Lack of awareness of extra duties.	1.83	9	1.96	7	1.89	8	1.51	10	2.00	6	.23	



Table G.5 (continued)

On-call Substitution Possible Problem Areas	NUMBER OF REGULAR TEACHERS SUBSTITUTED FOR IN GIVEN PERIOD										p
	1-4		5-9		10-19		20-29		30 and over		
	Means* (33-38)	Rank	Means* (46-49)	Rank	Means* (59-75)	Rank	Means* (40-44)	Rank	Means* (28-29)	Rank	
Range of N											
10. Inadequate consultation with principal or supervisor.	1.79	10	1.78	9	1.78	9	1.55	9	1.79	10	.68
11. Lack of opportunity to keep in touch with educational practices, and attend professional meetings.	1.72	11	1.68	11	1.73	11	1.63	6	1.81	9	.95

Spearman Correlation Coefficients

	1-4	5-9	10-19	20-29	30 and over
1-4		.716**	.780**	.498	.473
5-9			.946**	.664**	.803**
10-19				.800**	.835**
20-29					.839**

Spearman Correlation Coefficients

	1-4	5-9	10-19	20-29	30 and over
1-4		.716**	.780***	.498	.473
5-9			.946***	.664**	.803***
10-19				.800***	.835***
20-29					.839***

\* Measured by On-call Substitute Questionnaire, Part 4, (1=Small Extent; 4=Large Extent).

\*\* Significant at the .05 level.

\*\*\* Significant at the .01 level.



Table G.6

RANKS AND SPEARMAN CORRELATION COEFFICIENTS OF MEAN EXTENT TO WHICH ON-CALL SUBSTITUTE TEACHERS,  
(CLASSIFIED BY YEARS OF AGE), PERCEIVE SPECIFIED PROBLEMS

On-call Substitution Problem Areas	YEARS OF AGE OF ON-CALL SUBSTITUTE TEACHERS										
	20-24		25-29		30-44		45-59		60 and over		
	Means*	Rank	Means*	Rank	Means*	Rank	Means*	Rank	Means*	Rank	
	(48-59)		(33-40)		(43-53)		(44-50)		(25-35)		
1. Lack of lesson plans.	2.78	1	2.28	1	2.02	4	2.07	4	2.00	1	.01
2. Lack of opportunity to evaluate own performance.	2.46	2	2.27	2	2.28	1	2.19	2	2.08	1	.68
3. Attitude of students.	2.37	3	1.92	7	2.00	4	2.40	1	2.00	2	.06
4. Lack of awareness of extra duties.	2.24	4	2.13	5	1.58	10	1.60	10	1.57	10	.01
5. Insufficient orientation by school personnel.	2.23	5	2.21	4	1.71	8	1.52	11	1.94	4	.01
6. Not being encouraged to feel part of the team.	2.19	6	2.08	6	2.00	4	1.95	5	1.89	5	.72
7. Lack of opportunity to discuss teaching duties and problem areas with principal or supervisor.	2.11	7	1.81	8	1.78	7	1.74	7	1.71	7	.24
8. No contact with regular teacher if absent over a period of time.	1.97	8	2.27	2	2.07	3	2.11	3	1.87	6	.65
9. Inadequate consultation with principal or supervisor.	1.91	9	1.72	10	1.65	9	1.66	9	1.71	7	.56



Table G.6 (continued)

On-call Substitution Possible Problem Areas	YEARS OF AGE OF ON-CALL SUBSTITUTE TEACHERS							
	20-24	25-29	30-44	45-59	60 and over			
	Means* Rank (48-59)	Means* Rank (33-40)	Means* Rank (43-53)	Means* Rank (44-50)	Means* Rank (25-35)			
Range of N								
10. Lack of access to texts and related materials.	1.86	10	1.79	9	1.56	11	1.74	7
							1.43	11
11. Lack of opportunity to keep in touch with educational practices, and attend professional meetings.	1.40	11	1.47	11	2.11	2	1.95	5
							1.60	9
							.01	
Spearman Correlation Coefficients								
	20-24	25-29	30-44	45-59	60 and over			
20-24		.766***	.210	.332	.760***			
25-29			.322	.303	.648**			
30-44				.764***	.596**			
45-59					.589**			

\* Measured by On-call Substitute Questionnaire, Part 4, (1=Small Extent; 4=Large Extent).  
 \*\* Significant at the .05 level.  
 \*\*\* Significant at the .01 level.





APPENDIX H

SECONDARY ANALYSES OF TEACHING FUNCTIONS  
(TEACHER QUESTIONNAIRE)



Table H.1

MEAN EXTENT TO WHICH TEACHERS, (CLASSIFIED BY YEARS OF POST-SECONDARY EDUCATION),  
PERCEIVE THAT ON-CALL SUBSTITUTES PERFORM SPECIFIED FUNCTIONS

On-call Substitution Functions	MEANS*						p	Percentage Response
	Years of Post-Secondary Education of Regular Teachers							
	1	2	3	4	5	6		
Range of N	(25-41)	(56-81)	(65-80)	(295-384)	(133-161)	(87-123)		
1. Review previous lesson content.	1.68	2.03	1.84	1.64	1.45	1.55	.01	74.8
2. Teach new content.	2.39	2.28	2.15	1.93	1.63	1.59	.01	81.8
3. Teach lesson planned by regular teacher.	3.00	2.89	2.84	2.61	2.35	2.08	.01	87.7
4. Use variety of instructional methods.	2.23	2.27	1.91	1.86	1.58	1.64	.01	67.8
5. Allow students time to do own work in class.	2.97	2.63	3.09	3.10	3.29	3.20	.01	80.8
6. Provide discipline necessary for pupil learning.	2.64	2.82	2.56	2.50	2.36	2.52	.03	78.2
7. Allow students to work either individually or in groups.	2.86	2.56	2.65	2.63	2.66	2.63	.82	72.6
8. Use audio-visual aids such as T.V., films.	2.17	2.22	2.03	1.96	1.79	1.85	.02	74.3
9. Become aware of physical disabilities of students.	1.77	2.03	1.70	1.53	1.39	1.44	.01	62.0



Table H.1 (continued)

On-call Substitution Functions	MEANS*						p	Percentage Response
	Years of Post-Secondary Education of Regular Teachers							
	1	2	3	4	5	6		
Range of N	(25-41)	(56-81)	(65-80)	(295-384)	(133-161)	(87-123)		
10. Become aware of mental and emotional disabilities of students.	1.86	1.89	1.70	1.50	1.38	1.42	.01	62.5
11. Ask other teachers for information about students.	1.72	2.19	2.08	1.86	1.55	1.58	.01	68.0
12. Use cumulative record cards to obtain information.	1.63	1.56	1.37	1.26	1.22	1.24	.01	57.6
13. Reporting progress to regular teacher upon his/her return.	2.14	2.47	2.32	2.13	1.90	1.97	.01	83.4
14. Become involved in events such as athletics, drama, concerts.	1.27	1.44	1.22	1.18	1.22	1.15	.03	61.4
15. Participate in staff meetings.	1.45	1.59	1.32	1.37	1.32	1.30	.29	66.2

\* Measured by Teacher Questionnaire, Part 2, (1=Small Extent; 4=Large Extent).



Table H.2

MEAN EXTENT TO WHICH TEACHERS, (CLASSIFIED BY YEARS OF POST-SECONDARY EDUCATION),  
PERCEIVE THAT INTERNAL SUBSTITUTES PERFORM SPECIFIED FUNCTIONS

Internal Substitution Functions	MEANS*						Percentage Response
	Years of Post-Secondary Education of Regular Teachers						
	1	2	3	4	5	6	
	(10-15)	(22-28)	(39-43)	(270-296)	(158-179)	(108-132)	
Range of N							p
1. Review previous lesson content.	1.25	2.10	1.90	1.84	1.82	1.78	.24
2. Teach new content.	1.85	2.45	2.08	2.01	1.96	1.91	.31
3. Teach lesson planned by regular teacher.	2.36	2.67	2.63	2.60	2.60	2.41	.56
4. Use variety of instructional methods.	2.33	2.26	2.37	2.21	2.25	2.11	.81
5. Allow students time to do own work in class.	3.47	2.96	3.05	3.20	3.27	3.14	.35
6. Provide discipline necessary for pupil learning.	3.00	3.21	3.19	3.18	3.22	3.13	.90
7. Allow students to work either individually or in groups.	3.21	3.04	2.98	2.98	3.05	2.99	.89
8. Use audio-visual aids such as T.V., films.	2.50	2.59	2.68	2.35	2.28	2.19	.15
9. Become aware of physical disabilities of students.	2.10	2.47	2.56	2.25	2.10	2.05	.07
							72.5





Table H.2 (continued)

Internal Substitution Functions	MEANS*						Percentage Response
	Years of Post-Secondary Education of Regular Teachers						
	1	2	3	4	5	6	
Range of N	(10-15)	(22-28)	(39-43)	(270-296)	(158-179)	(108-132)	
10. Become aware of mental and emotional disabilities of students.	2.27	2.32	2.36	2.19	2.08	1.98	.29 72.6
11. Ask other teachers for information about students.	1.92	2.26	2.79	2.42	2.35	2.20	.03 77.0
12. Use cumulative record cards to obtain information.	1.67	2.00	2.31	1.83	1.99	1.64	.02 68.4
13. Reporting progress to regular teacher upon his/her return.	2.20	2.89	3.05	2.78	2.69	2.78	.16 85.7

\* Measured by Teacher Questionnaire, Part 2, (1=Small Extent; 4=Large Extent).

\* Measured by Teacher Questionnaire, Part 2, (1=Small Extent; 4=Large Extent).



Table H.3

MEAN EXTENT TO WHICH TEACHERS, (CLASSIFIED BY NUMBER OF DAYS HAD SUBSTITUTE TEACHER IN GIVEN PERIOD), PERCEIVE THAT ON-CALL SUBSTITUTES PERFORM SPECIFIED FUNCTIONS

On-call Substitution functions	MEANS*					p	Percentage Response
	Number of Days Had Substitute Teacher in Given Period						
	0 (261-313)	1 (110-157)	2 (114-150)	3-4 (102-161)	5 and over (105-163)		
Range of N							
1. Review previous lesson content.	1.59	1.60	1.68	1.70	1.77	.21	77.6
2. Teach new content.	1.70	2.04	1.98	1.97	2.11	.01	84.8
3. Teach lesson planned by regular teacher.	2.29	2.71	2.64	2.76	2.75	.01	90.9
4. Use variety of instructional methods.	1.73	1.90	1.83	1.78	2.02	.03	70.2
5. Allow students time to do own work in class.	3.20	3.05	2.96	3.14	3.08	.13	83.7
6. Provide discipline necessary for pupil learning.	2.47	2.57	2.54	2.50	2.65	.39	81.0
7. Allow students to work either individually or in groups.	2.61	2.70	2.61	2.62	2.66	.91	75.2
8. Use audio-visual aids such as T.V., films.	1.90	2.08	2.01	1.82	1.99	.15	77.0
9. Become aware of physical disabilities of students.	1.55	1.56	1.54	1.48	1.71	.33	64.3



Table H.3 (continued)

On-call Substitution Functions	MEANS*					p	Percentage Response
	Number of Days Had Substitute Teacher in Given Period						
	0 (261-313)	1 (110-157)	2 (114-150)	3-4 (102-161)	5 and over (105-163)		
Range of N							
10. Become aware of mental and emotional disabilities of students.	1.51	1.60	1.45	1.54	1.59	.66	64.8
11. Ask other teachers for information about students.	1.67	1.90	1.89	1.82	1.94	.02	70.5
12. Use cumulative record cards to obtain information.	1.26	1.27	1.23	1.25	1.49	.05	59.7
13. Reporting progress to regular teacher upon his/her return.	2.03	2.11	2.14	2.12	2.35	.04	86.4
14. Become involved in events such as athletics, drama, concerts.	1.24	1.20	1.16	1.21	1.23	.78	63.7
15. Participate in staff meetings.	1.45	1.30	1.27	1.31	1.37	.15	68.6

\* Measured by Teacher Questionnaire, Part 2, (1=Small Extent; 4=Large Extent).



Table H.4

MEAN EXTENT TO WHICH TEACHERS, (CLASSIFIED BY MEAN NUMBER OF HOURS OF INTERNAL SUBSTITUTION REQUIRED PER MONTH), PERCEIVE THAT INTERNAL SUBSTITUTES PERFORM SPECIFIED FUNCTIONS

Internal Substitution FUNCTIONS	MEANS*					Percentage Response
	Mean Number of Hours of Internal Substitution Required Per Month					
	1 (89-113)	2 (78-90)	3 (33-40)	4 (26-32)	5 and over (90-125)	
Range of N						
1. Review previous lesson content.	1.95	1.94	1.79	1.63	1.57	.01 84.9
2. Teach new lesson.	2.14	2.14	1.87	1.90	1.67	.01 87.0
3. Teach lesson planned by regular teacher.	2.62	2.83	2.49	2.23	2.41	.02 88.5
4. Use variety of instructional methods.	2.30	2.15	2.23	1.96	1.98	.20 78.7
5. Allow students time to do own work in class.	3.15	3.08	2.98	3.32	3.24	.37 95.1
6. Provide discipline necessary for pupil learning.	3.25	3.26	3.25	3.16	3.14	.76 91.0
7. Allow students to work either individually or in groups.	3.01	3.03	2.82	2.78	3.02	.47 88.8
8. Use audio-visual aids such as T.V., films.	2.40	2.34	2.05	1.90	2.07	.02 84.0
9. Become aware of physical disabilities of students.	2.11	2.24	2.24	1.96	2.04	.58 73.5





Table H.4 (continued)

Internal Substitution Functions	MEANS*					Percentage Response
	Mean Number of Hours of Internal Substitution Required Per Month					
	1 (89-113)	2 (78-90)	3 (33-40)	4 (26-32)	5 and over (99-125)	
Range of N						p
10. Become aware of mental and emotional disabilities of students.	2.10	2.06	1.97	1.88	2.00	.85 74.2
11. Ask other teachers for information about students.	2.38	2.33	2.36	2.31	2.06	.17 81.3
12. Use cumulative record cards to obtain information.	1.76	1.79	1.81	1.71	1.60	.67 71.0
13. Reporting progress to regular teacher upon his/her return.	2.95	2.80	2.70	2.60	2.46	.01 88.3

\* Measured by Teacher Questionnaire, Part 2, (1=Small Extent; 4=Large Extent).



APPENDIX I

SECONDARY ANALYSES OF PROBLEM AREAS  
(TEACHER QUESTIONNAIRE)



Table 1.1

RANKS AND SPEARMAN CORRELATION COEFFICIENTS OF MEAN EXTENT TO WHICH TEACHERS (CLASSIFIED BY YEARS OF POST-SECONDARY EDUCATION), PERCEIVE SPECIFIED PROBLEMS OF ON-CALL SUBSTITUTION

On-call Substitution Possible Problem Areas	YEARS OF POST-SECONDARY EDUCATION OF REGULAR TEACHERS												
	1		2		3		4		5		6		
	Means*	Rank	Means*	Rank	Means*	Rank	Means*	Rank	Means*	Rank	Means*	Rank	
	(19-30)		(52-72)		(54-72)		(190-267)		(54-77)		(34-55)		
Range of N													
1. Not having same substitute if absent more than one day.	2.00	1	1.77	3	1.89	4	2.11	1	2.15	2	2.26	1	.34
2. Written report of completed work was not left by substitute.	1.93	2	1.79	2	2.17	1	2.08	2	2.26	1	2.07	4	.19
3. Lesson plan was not followed.	1.67	3	1.57	4	1.81	5	1.85	3	1.92	4	2.11	2	.04
4. Failure of substitute teacher to contact regular teacher if absent over a period of time.	1.44	4	1.84	1	2.00	2	1.59	5	1.69	5	2.00	5	.25
5. Failure of substitute to assume extra duties of regular teacher.	1.29	5	1.35	5	1.91	3	1.79	4	1.93	3	2.08	3	.01
Spearman Correlation Coefficients	1		2		3		4		5		6		
			.300		-.100		.900**		.600		.500		
					.600		-.100		.000		-.600		
							-.200		.300		-.800		
									-.200		.700		
											.300		

\* Measured by Teacher Questionnaire, Part 3, (1=Small Extent; 4=Large Extent).  
\*\* Significant at the .05 level.



Table I.2

RANKS AND SPEARMAN CORRELATION COEFFICIENTS OF MEAN EXTENT TO WHICH TEACHERS (CLASSIFIED BY YEARS OF POST-SECONDARY EDUCATION), PERCEIVE SPECIFIED PROBLEMS OF INTERNAL SUBSTITUTION

Internal Substitution Possible Problem Areas	YEARS OF POST-SECONDARY EDUCATION OF REGULAR TEACHERS												p						
	1			2			3			4				5			6		
	Means*		Rank	Means*		Rank	Means*		Rank	Means*		Rank		Means*		Rank	Means*		Rank
	(9-11)		(19-21)	(19-21)		(19-26)	(19-26)		(156-215)	(135-195)		(74-95)							
Range of N																			
1. Required preparation periods are used.	2.64	1	2.65	2	2.64	4	2.55	2	2.51	3	2.40	4	2.40	4	2.40	4	2.40	4	.91
2. Lessons are outside teacher's area of preparation.	2.30	2	2.05	4	3.00	1	2.42	4	2.27	4	2.19	5	2.19	5	2.19	5	2.19	5	.06
3. Short notice.	2.18	3	2.68	1	2.73	2	2.63	1	2.57	1	2.47	2	2.47	2	2.47	2	2.47	2	.71
4. Not familiar with the progress of the class.	2.18	3	2.20	3	2.72	3	2.52	3	2.57	1	2.82	1	2.82	1	2.82	1	2.82	1	.13
5. Attitude of students.	1.82	5	1.55	8	2.00	6	1.83	7	1.73	6	1.75	7	1.75	7	1.75	7	1.75	7	.62
6. Class size is increased to provide for absent teacher.	1.78	6	1.95	6	1.37	8	1.45	8	1.48	8	1.15	8	1.15	8	1.15	8	1.15	8	.01
7. No lesson plan left by regular teacher.	1.64	7	2.00	5	2.46	5	2.34	5	2.25	5	2.42	3	2.42	3	2.42	3	2.42	3	.15
8. No seating plan left by regular teacher.	1.60	8	1.90	7	2.00	6	1.84	6	1.71	7	1.96	6	1.96	6	1.96	6	1.96	6	.52
Spearman Correlation Coefficients	1		2		3		4		5		6		7		8		9		10
			.697**		.703**		.673**		.691**		.352		.874***		.762**		.709**		.844***
					.766**		.929***		.846***		.709**		.846***		.709**		.846***		.844***
							.828**		.935***		.844***		.935***		.844***		.844***		.899***





Table 1.3

RANKS AND SPEARMAN CORRELATION COEFFICIENTS OF MEAN EXTENT TO WHICH TEACHERS (CLASSIFIED BY NUMBER OF DAYS HAD SUBSTITUTE TEACHER IN GIVEN PERIOD), PERCEIVE SPECIFIED PROBLEMS OF ON-CALL SUBSTITUTION

On-call Substitution Possible Problem Areas	NUMBER OF DAYS HAD SUBSTITUTE TEACHER IN GIVEN PRIOD										p
	0		1		2		3-4		5 and over		
	Means* Rank (32-49)	Rank (74-157)	Means* Rank (74-157)	Rank (98-126)	Means* Rank (98-126)	Rank (116-151)	Means* Rank (116-151)	Rank (121-155)	Means* Rank (121-155)	Rank	
Range of N											
1. Not having the same substitute if absent more than one day.	2.81	1	2.08	1	1.92	2	2.02	1	1.93	3	.01
2. Written report of completed work not left by substitute.	2.45	2	1.90	2	2.02	1	2.02	1	2.04	1	.07
3. Failure of substitute teacher to contact regular teacher if absent over a period of time.	2.22	3	1.26	5	1.29	5	1.47	5	2.01	2	.01
4. Lesson plan was not followed.	2.17	4	1.69	3	1.74	4	1.88	3	1.82	4	.04
5. Failure of substitute to assume extra duties of regular teacher.	1.98	5	1.61	4	1.76	3	1.66	4	1.79	5	.34
Spearman Correlation Coefficients	0		1		2		3-4		5 and over		
	0		.700		.500		.675		.700		
	1				.800		.975**		.200		
	2						.875		.300		
	3-4								.325		

\* Measured by Teacher Questionnaire, Part 3, (1=Small Extent; 4=Large Extent).  
\*\* Significant at the .05 level.



Table I.4

RANKS AND SPEARMAN CORRELATION COEFFICIENTS OF MEAN EXTENT TO WHICH TEACHERS (CLASSIFIED BY MEAN NUMBER OF HOURS OF INTERNAL SUBSTITUTION REQUIRED PER MONTH), PERCEIVE SPECIFIED PROBLEMS OF INTERNAL SUBSTITUTION

Internal Substitution Possible Problem Areas	MEAN NUMBER OF HOURS OF INTERNAL SUBSTITUTION REQUIRED PER MONTH										
	1		2		3		4		5 and over		
	Means* (101-133)	Rank (101-133)	Means* (80-107)	Rank (80-107)	Means* (30-45)	Rank (30-45)	Means* (30-37)	Rank (30-37)	Means* (93-132)	Rank (93-132)	
Range of N										p	
1. Required preparation periods are used.	2.67	1	2.40	3	2.81	1	2.70	3	2.25	5	.01
2. Short notice.	2.53	2	2.59	1	2.67	2	2.76	1	2.52	4	.78
3. Not familiar with the progress of the class.	2.42	3	2.53	2	2.56	3	2.86	1	2.70	2	.14
4. Lessons are outside teacher's area of preparation.	2.22	4	1.91	5	2.21	4	2.50	5	2.80	1	.01
5. No lesson plan left by regular teacher.	2.07	5	2.21	4	2.14	5	2.64	4	2.61	3	.01
6. Attitude of students.	1.70	6	1.68	6	1.89	7	1.62	7	1.98	7	.05
7. No seating plan left by regular teacher.	1.70	6	1.66	7	1.90	6	1.95	6	2.07	6	.01
8. Class size is increased to provide for absent teacher.	1.28	8	1.50	8	1.57	8	1.31	8	1.40	8	.31
Spearman Correlation Coefficients	1		2		3		4		5 and over		
1			.899***		.995***		.875***		.590		
2					.881***		.963***		.620		
3							.881***		.596		
4									.691**		

\* Measured by Teacher Questionnaire, Part 3, (1=Small Extent; 4=Large Extent).  
 \*\* Significant at the .05 level. \*\*\*Significant at the .01 level.



APPENDIX J

SECONDARY ANALYSIS OF TEACHING FUNCTIONS AND PROBLEM AREAS  
(PRINCIPAL QUESTIONNAIRE)



Table J.1

MEAN EXTENT TO WHICH PRINCIPALS, (CLASSIFIED BY OBSERVATION OF ON-CALL  
SUBSTITUTES) PERCEIVE THAT ON-CALL SUBSTITUTES PERFORM  
SPECIFIED FUNCTIONS

On-call Substitution Functions	MEANS*			p	Percentage Response
	Observation of On-call Substitutes by Principals				
	Most (9-11)	Some (27-29)	Few (18-20)		
Range of N					
1. Review previous lesson content.	2.00	2.08	1.72	.34	91.7
2. Teach new content.	2.82	2.35	2.06	.04	91.7
3. Teach lesson planned by regular teacher.	3.18	2.89	2.85	.43	98.3
4. Use variety of instructional methods.	2.56	2.16	1.74	.05	88.3
5. Allow students time to do own work in class.	2.45	3.04	2.50	.09	96.7
6. Provide discipline necessary for pupil learning.	2.55	2.50	2.62	.87	100.0
7. Allow students to work either individually or in groups.	2.45	2.50	2.50	.98	95.0
8. Use audio-visual aids such as T.V., films.	2.27	2.11	1.62	.11	98.3
9. Become aware of physical dis- abilities of students.	1.67	1.63	1.48	.76	95.0
10. Become aware of mental and emotional disabilities of students.	1.40	1.67	1.65	.66	95.0
11. Ask other teachers for information about students.	2.09	2.11	1.70	.32	98.3
12. Use cumulative record cards to obtain information.	1.10	1.29	1.10	.27	96.7
13. Report progress to regular teacher upon his/her return.	2.18	2.30	1.95	.44	98.3
14. Become involved in events such as athletics, drama, concerts.	1.55	1.41	1.15	.28	96.7
15. Participate in staff meetings.	1.27	1.29	1.11	.80	95.0

\* Measured by Principal's Questionnaire, Part 3, (1=Small Extent;  
4=Large Extent).





Table J.2

RANKS AND SPEARMAN CORRELATION COEFFICIENTS OF MEAN EXTENT TO WHICH  
PRINCIPALS (CLASSIFIED BY OBSERVATION OF ON-CALL SUBSTITUTES),  
PERCEIVE SPECIFIED PROBLEMS OF SUBSTITUTE TEACHING

On-call Substitution Possible Problem Areas	Observation of On-call Substitutes by Principals						p
	Most		Some		Few		
	Means*	Rank	Means*	Rank	Means*	Rank	
	Range of N		(10-11)		(28-29)		
1. Evaluation of on-call substitute teacher.	2.64	1	2.40	3	2.25	3	.46
2. On-call substitute teacher arriving late for class.	2.60	2	2.79	1	2.47	1	.50
3. Student discipline.	2.45	3	2.31	4	2.35	2	.90
4. On-call substitute teacher not reporting matters of concern.	2.45	3	2.41	2	1.90	5	.14
5. Obtaining the services of the on-call substitute teacher for more than one day at a time.	2.36	5	2.31	4	1.76	6	.09
6. On-call substitute teacher not assuming extra duties of the regular teacher.	2.09	6	2.21	6	2.05	4	.80

Spearman Correlation Coefficients

	Most	Some	Few
Most		.700	.586
Some			.486

\* Measured by Principal's Questionnaire, Part 4, (1=Small Extent;  
4=Large Extent).





















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